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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: Innholdsfortegnelsen i denne filen viser to av de tre overskriftsnivåene som er merket med xxx.

-- 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 261

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

--- 7 til 261

# xxx1 Getting Started

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 even 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 have 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\_ the main focus was on Great Britain and in \_Crossroads 9A\_ the spotlight was on the USA. On the last leg of the journey you will be focusing your attention on the rest of the English-speaking world: the Commonwealth of Nations. The first chapter is devoted to this organization of former British colonies, and you will also find information about the Commonwealth countries in the topics covered by the remaining chapters.

--- 8 til 261

## xxx2 Crossroads 10A and 10B

### xxx3 Crossroads 10A

\_Crossroads 10A\_ has eight chapters:

1 The Commonwealth of Nations

2 Living in the English-speaking World

3 Explore

4 The Blue Planet

5 Changes

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 is an oral task, a written task or both. It is up to you and your teacher whether you do the tasks on your own, in pairs or in a small group. 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}}

--- 9 til 261

All the chapters are divided into smaller units. These are called A, B, C etc. See if you can find unit B in chapter 2.

  In \_Crossroads 10A\_ we sometimes suggest that you have a look at a certain chapter in \_Crossroads 10B\_. This is to indicate a connection between the two books. For example, open \_Crossroads 10A\_ on page 105 and skim through task 6. Then go to the page in \_Crossroads 10B\_ we have indicated.

  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. Many important words and expressions in \_Crossroads 10A\_ and \_Crossroads 10B\_ are explained in the margin. See page 12. They are also listed at the end of each chapter under the heading \_Word Quest\_. See page 55.

### xxx3 Crossroads 10B

\_Crossroads 10B\_ is divided into two parts. Part 1 is called "Enjoy Reading". Here you will find a range of different types of writing: poems, short stories, 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.

  The second part of \_Crossroads 10B\_ is the grammar section, which is written in Norwegian, as are the tasks in this section. Many students find grammar difficult, so you will hopefully find it easier this way. There are plenty of tasks to choose from and you will also find more grammar practice on the \_Crossroads\_ website. Remember that practice makes perfect!

  Good luck with your English studies!

--- 10 til 261

{{Bildeside: Sjø og mange små seilbåter med flagg fra ulike land.}}

--- 11 til 261

# 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 261

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

{{Gloser:}}

widespread (adj.): utbredt/utbreidd

primarily (adv.): først og fremst

due to: på grunn av

proceed (v): fortsette/fortsetje, halde fram

according to: etter

inferior (adj.): underlegen

demand (v): kreve/krevje

{{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 post (s): landhandel

manufactured goods: bearbeidede varer/tilarbeidde varer

trading enterprise (s): forretningsvirksomhet/forretningsverksemd

ruling enterprise (s): ledende, herskende maktenhet/leiande, herskande makteining

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

establish (v): etablere

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

landmass (s): landmasse, landområde

firmly (adv.): fast, bestemt

superior (adj.): overordnet/overordna

make no effort: ikke anstrenge seg/ikkje anstrengje seg

condescending attitude: nedlatende holdning/nedlåtande haldning

conception (s): oppfatning

obligated (adj.): forpliktet/forplikta

 s. 13:

subjugate (v): underlegge seg/underleggje seg

suppress (v): undertrykke/undertrykkje

demand (s): krav

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

former status: tidligere posisjon, tidligere status/tidlegare posisjon, tidlegare status

self-governing dominion (s): selvstyrt område under Det britiske samvelde/sjølvstyrt område under Det britiske samveldet

reject (v): forkaste, avslå

predominant (adj.): dominerende/dominerande

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

--- 13 til 261

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 261

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

The English Speaking World

-- English as first language

-- English as important second language

{{Bilde slutt}}

--- 15 til 261

{{Bildeside, se s. 14}}

--- 16 til 261

{{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:}}

 s. 16:

face problems: støte på problemer/støyte på problem

debt (s): gjeld

not considered compatible (adj.): ikke forenlig med/ikkje foreinleg med

temporarily (adv.): midlertidig/mellombels

expel (v): kaste ut, utvise

military coup (s): militærkupp

violation of the civil rights: brudd på innbyggeres rettigheter i et land/brot på rettane til innbyggjarar i eit land

archetypal (adj.): arketypisk, opprinnelig/arketypisk, opphavleg

deeply rooted: dypt rotfestet, forankret/djupt rotfesta, forankra

{{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.

--- 17 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 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

Discuss the meaning of the following words in a small group: \_condescending, subjugated, superior, rapidly, inferior\_. Perhaps you need to consult a dictionary. If so, use a monolingual one.

\_Written and oral tasks\_

>>> 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?

>>> 7

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

>>> 8

Browse the Internet for a list of member states of The Commonwealth of Nations. Work in small groups. Each member of the group picks one of the least known countries on the list. Find information on your chosen country and write down some facts. Present your findings to your group.

\_Written tasks\_

>>> 8

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.

>>> 9

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\_

>>> 10

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}}

--- 18 til 261

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

{{Gloser:}}

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

serve time: sone fengselsstraff

former (adj.): tidligere/tidlegare

capital punishment (s): dødsstraff

decline (v): avta, minske/gå ned, minske

filled to capacity: helt fulle/heilt fulle

the authorities: myndighetene/styresmaktene

inhabited (adj.): bebodd/der det bur folk

not considered relevant: ikke ansett som relevant, viktig/ikkje rekna som relevant, viktig

suitable (adj.): passende/passande

reliable (adj.): pålitelig/påliteleg

{{Gloser slutt}}

Area: 7,741,220 sq. km.

Population: 22,507,600

Capital: Canberra

Major cities: Sydney, Melbourne, Brisbane

Language: English

Currency: Australian dollar

Life expectancy at birth: male 79.63/female 84.64

Literacy: male 99%/female 99%

National Day: Australia Day, 26 January

{{To bilder: Australias flagg og kart over Australia}}

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 261

{{Bilde:}}

Captain James Cook taking possession of New South Wales in the name of the British Crown, 1770.

{{Bilde slutt}}

### xxx3 Aborigines

{{Gloser:}}

 s. 19:

fate (s): skjebne

indigenous people (s): urbefolkning/urfolk

rapid (adj.): rask

demise (s): bortgang, død

slay (v): drepe, myrde

primitive (adj.): her: enkel, "usivilisert"

inferior (adj.): underlegen

natural resistance: naturlig motstandskraft/naturleg motstandskraft

germ (s): bakterie

 s. 20:

place of origin: opphavssted/opphavsstad

bark painting: maleri, tegning på bark/måleri, teikning på bork

sand art: kunstverk i eller av sand

canvas (s): her: lerret

previously (adv.): tidligere/tidlegare

fleeting (adj.): flyktig, forbigående/flyktig, forbigåande

didgeridoo (s): australsk instrument

sacred (adj.): hellig/heilag

breathing technique: pusteteknikk

amplify (v): forsterke

droning (adj.): brummende/brummande

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

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

{{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. 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.

{{Bilde:}}

Tegning som viser en gruppe hvite men med gevær som sikter mot de innfødte

Bilde slutt}}

--- 20 til 261

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.

{{Bilder:}}

1. A lamppost decorated with Aboriginal art. Why aren't all lampposts painted like this?

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

{{Bilder slutt}}

--- 21 til 261

### xxx3 Welcome to Oz

{{Gloser:}}

 s. 21:

one of the least populated: et av de minst befolkede/eit av dei minst folkesette

cluster (v): samle seg

outgoing (adj.): utadvendt/utoverretta

fortunate (adj.): heldig

cuisine (s): kokekunst

on offer: på tilbud/på tilbod

roo burger (s): (ham)burger laget av kengurukjøtt/(ham)burgar laga av kengurukjøtt

croe fillet (s): krokodillefilet

hemisphere (s): halvkule

perspective (s): perspektiv, syn

equator (s): ekvator

 s. 22:

monolith (s): monolitt

sunset (s): solnedgang

rays of the sun: solstråler/solstrålar

extend (v): strekke seg fra/strekkje seg frå

infamous (adj.): beryktet/berykta

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

marsupial (s): pungdyr

arid (adj.): nedbørfattig

literally (adv.): bokstavelig/bokstaveleg

sufficient (adj.): nok, tilstrekkelig/nok, tilstrekkjeleg

 s. 24:

creepy-crawly (s): ekkelt kryp

walkabout (s): spasertur

close encounter: nærgående møte/nærgåande møte

lizard (s): øgle

poisonous (adj.): giftig

the essentials: det sporten dreier seg om

spectator (s): tilskuer/tilskodar

the ins and outs of: alt om

{{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.

{{Bilder:}}

1. Aspen, Colorado? No - it's Perisher Ski Resort, Australia!

2. Do you wish you were here? Beautiful Bondi Beach is located only a short bus ride from central Sydney. Don't forget your surfboard!

{{Bilder slutt}}

--- 22 til 261

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).

{{Bilde: Uluru/Ayers Rock}}

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 261

{{Bildeside, seks bilder:}}

1. The vast and beautiful outback.

2., 3., 4. What do koalas, kangaroos and wombats have in common? They are marsupials and the females carry their young in a pouch.

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

{{Bilder slutt}}

--- 24 til 261

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.

{{Fem bilder:}}

1. The opera house in Sydney is appreciated by opera lovers and tourists alike. It was designed by the Danish architect Jørn Utzon.

2. Itsy bitsy ... venomous ... spider.

3. Australian crocs are huge and always ready for a snack.

4. Surfers are always looking for the perfect wave.

5. The batsman is a crucial player in cricket.

{{Bilder slutt}}

--- 25 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 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 group.

>>> 6

Tell the members of your group all you know about Australian wildlife.

>>> 7

In a small group, take turns telling each other which creature you find the creepiest: \_snakes, spiders, lizards\_ or \_scorpions\_. Give reasons.

>>> 8

Find some pictures of Australian animals on Google Images. Choose an animal you really would like to see in the wild. Show this picture to your group and

a) tell them everything you know about this animal.

b) explain why you are interested in seeing it.

\_Written and oral tasks\_

>>> 9

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 some questions and take notes during the interview.

>>> 10

Make a digital tourist brochure on the Great Barrier Reef. Use a variety of online sources and include some pictures.

>>> 11 In Australia you can have a roo burger or a croc fillet. Write down the names of seven animals you could never eat. Present this list to your group and explain why you could not eat these animals.

\_Written tasks\_

>>> 12

You have been on a walkabout in the Australian outback. Back at the hotel you write an email to a friend telling her about everything you have experienced.

>>> 13

Write one sentence for each of the following words: \_poisonous, outgoing, marsupials, fortunate, sufficient\_

>>> 14

Match the words.

{{Venstre spalte:}}

mammals

indigenous people

instrument

half of the Earth

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

marsupials

{{Slutt}}

{{Oppgaver slutt}}

--- 26 til 261

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

{{Gloser:}}

 s. 26:

droplet (s): liten dråpe/liten drope

particle (s): partikkel, korn

colour spectrum (s): fargespektrum

absorb (v): absorbere, suge opp

wavelength (s): bølgelengde/bølgjelengd

eucalyptus tree (s): eucalyptustre

give off: gi fra seg/gi frå seg

eucalyptus (s): eukalyptusolje

get the appearance of: se ut som/sjå ut som

bear in mind: ha i bakhodet/ha i bakhovudet

domesticated (adj.): her: tam

territorial (adj.): som passer på territoriet sitt/som passar på territoriet sitt

 s. 27:

indication (s): indikasjon, varsel

exhibit (v): vise fram

crouch down: huke seg ned, krype sammen/huke seg ned, krype saman

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

depart (v): trekke seg unna/trekkje seg unna

joey (s): kengurubaby

pouch (s): pung

blacken (v): svartne, bli svart

bushfire (s): skogbrann

 s. 28:

regenerate (v): fornye

trunk (s): trestamme

shed (v): felle, kaste av seg

cautious (adj.): forsiktig

venomous (adj.): giftig

apparent (adj.): tydelig/tydeleg

avoid (v): unngå

move out of the way: komme seg vekk

tread (v): tråkke (på)/trakke (på)

contrary to: i motsetning til

snakebite (s): slangebitt/slangebit

wander off: vandre av sted/vandre av garde

barrier (s): barriere, hindring

goanna (s): type øgle

{{Gloser slutt}}

{{Bilde:}}

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

{{Bilde 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.

  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.

--- 27 til 261

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.

{{Bilde:}}

There is a vast, unspoiled, beautiful area west of Sydney called the Blue Mountains. The most famous rock formation there is the Three Sisters.

{{Bilde slutt}}

If you have a look into the bush, you'll notice that part of the trees are burnt and blackened. There was a bushfire in the Blue Mountains National Park about three years ago. The Australian bush, however, is very quick to regenerate after a bushfire.

--- 28 til 261

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.

  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:}}

Lace Monitors can grow up to two metres in length and are the second largest lizards in Australia. They spend a lot of time in trees, hence their other name - tree goannas.

{{Bilde slutt}}

--- 29 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 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. Write 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.

>>> 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 261

## xxx2 D: India

{{Gloser:}}

 s. 30:

populous (adj.): tett befolket, folkerik/tett folkesett, folkerik

multitude (s): mengde/mengd

peoples (s): folkeslag

diversity (s): mangfold/mångfald

possess (v): eie, ha/eige, ha

utter (adj.): fullstendig, total

fragrance (s): lukt, aroma

omnipresent (adj.): allestedsnærværende/som er alle stader

vehicle (s): kjøretøy/køyretøy

challenge (s): utfordring

 s. 31:

inhibit (v): hemme, undertrykke/hemje, undertrykkje

be destined to: være (forut)bestemt til/vere (førehands)bestemt til

remain (v): forbli/vere igjen

{{Gloser slutt}}

Area: 3,287,263 sq. km.

Population: 1,236,344,600

Capital: New Delhi

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

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

Currency: Indian rupee

Life expectancy at birth: male 66.68/female 69.06

Literacy: male 75.20%/female 50.80%

National Day: Republic Day, 15 August

{{To bilder: Kart over India og det indiske flagget}}

Mark Twain: "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."

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. 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.

--- 31 til 261

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.

{{Tre bilder:}}

1. A trip to India will appeal to all your senses. The smell of wonderful spices and foods, the sound of buzzing streets, the heat and a rainbow of colours. These women work at a textile factory where they make fabrics of all colours.

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

3. Spices are essential in traditional Indian cooking.

{{Bilder slutt}}

{{Ramme:}}

### XXX3 The Jewel in the Crown

in terms of: når det gjelder/når det gjeld

exports (s): eksportvarer

be of the highest importance: være av største betydning/vere av den største verdien

profitable (adj.): lønnsom/lønnsam

item (s): produkt

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 261

### xxx3 Images of India

{{Gloser:}}

 s. 32:

unwind (v): slappe av

vibrant (adj.): pulserende, livfull/pulserande, livfull

hotchpoth (s): her: sammensurium/samansurium

lorry (s): lastebil

rickshaw (s): sykkeldrosje

alert (adj.): våken/vaken

permeate (v): trenge igjennom/trengje igjennom

flourish (v): blomstre

mouth-watering (adj.): som gir vann i munnen/som gir vatn i munnen

"Delhi belly": magesyke/magesjuke

 s. 33:

inaudible (adj.): uhørlig/uhøyrleg

be recommended: bli anbefalt

spare (v): avse/avsjå

uncommon (adj.): uvanlig/uvanleg

respite (s): pusterom, hvil/pusterom, kvil

numerous (adj.): utallinge, mange/tallause, mange

marble (s): marmor

erect (v): her: bygge/byggje

 s. 34:

cleanse (v): rense/reinse

deceased (s): avdøde

in recent years: i de senere årene/i dei seinare åra

defence (s): forsvar

tin shed (s): blikkskur/blekkskur

sanitary facility (s): sanitært anlegg

inevitably (adv.): uunngåelig/uunngåeleg

have poor prospects: ha dårlige framtidsutsikter/ha dårlege framtidsutsikter

in contrast to: i motsetning til

affluence (s): rikdom, velstand

attend (v): her: gå på skole

provide (v): skaffe, gi

{{Gloser slutt}}

Delhi is not the place to go if you need to unwind in a peaceful environment. This vibrant metropolis is a hotchpoth 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. Street food, which is very popular among the local people, is sold everywhere and some of the dishes are really mouth-watering. 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.

--- 33 til 261

{{Tre bilder:}}

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

2. Street food is sold everywhere.

3. The contrast between the busy streets of Delhi and the peace and quiet of Lodhi Gardens, located in the middle of the city, is enormous.

{{Bilder slutt}}

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.

{{Bilde: Taj Mahal, et storslagent, hvitt palass med tårn og kupler}}

--- 34 til 261

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.

  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. 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.

{{Bilde: Menneskemengde som bader (påkledd) i Ganges}}

--- 35 til 261

{{Bilde: Slumområde i India}}

{{Oppgaver:}}

{{ Glose:}}

appalled (adj.): sjokkert

{{Gloser slutt}}

\_Did you get it?\_

>>> 1

When is India's Republic Day?

>>> 2

What is the Taj Mahal?

>>> 3

Where is Agra?

\_Oral tasks\_

>>> 4

Discuss in a group

a) What is meant by 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 tasks\_

>>> 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.

>>> 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 poor people living in terrible conditions. Write an email to a friend in which you reflect on this issue.

>>> 7

Browse the Internet for information on India's main tourist attractions. Make a digital presentation on one of them, including pictures and a map.

{{Oppgaver slutt}}

--- 36 til 261

## xxx2 E: The Humble Giant

{{Gloser:}}

 s. 36:

modest (adj.): beskjeden

ascetic (s): asket

devote oneself to: vie seg til

bridge the gap: jevne ut ulikhetene/jamne ut ulikskapane

associate (v): forene/foreine

hallmark (s): kjennetegn/kjennetekn

well-off (adj.): rik, velstående/rik, velståande

tall order: utfordring

devout (adj.): her: oppriktig

broth (s): (kjøtt)kraft

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

compromise his beliefs: gå på akkord med sitt livssyn

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

with the intention of: med intensjon/tanke om å

appal (v): forferde, sjokkere

tirelessly (adv.): utrettelig/utrøtteleg

resident (s): beboer/bebuar

promote (v): arbeide for

civil disobedience: sivil ulydighet/sivil ulydnad

repeatedly (adv.): gjentatte ganger/gjentekne gonger

determined (adj.): bestemt

detrimental (adj.): skadelig/skadeleg

inexpensive (adj.): billig(e)

 s. 37:

appeal (v): be, oppfordre

be dependent on: være avhengig av/vere avhengig av

impose (v): innføre/påleggje

collect (v): samle, hente

barely (adv.): bare så vidt/berre så vidt

affect (v): berøre, påvirke/gå inn på, påverke

yet again: enda en gang/endå ein gong

draw attention to: tiltrekke (seg) oppmerksomhet/trekkje til seg merksemd

relentless (adj.): ubøyelig/ubøyeleg

radical (adj.): her: ekstremistisk

{{Gloser slutt}}

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

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.

  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.

  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.

--- 37 til 261

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 1904 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.

  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.

{{To bilder:}}

1. Gandhi at his spinning wheel. He was a modest man, but a giant of history.

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

{{Bilder slutt}}

--- 38 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 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?

\_Oral 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. Discuss why these people are good role models.

\_Written and oral tasks\_

>>> 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. Do they agree with you? Start a discussion.

\_Written tasks\_

>>> 7

Many years ago you met Gandhi in India. Your grandchild is asking you about this meeting. Write down the conversation.

>>> 8

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}}

>>> 9

Write a summary of "The Humble Giant".

\_Role play\_

>>> 10

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 261

## xxx2 F: Canada

{{Gloser:}}

 s. 39:

sparsely populated: tynt befolket/tynt folkesett

Inuit (s): inuitt

 s. 40:

predominantly (adv.): hovedsakelig, for det meste/hovudsakleg, for det meste

make up (v): utgjøre/utgjere

with respect to: med hensyn til/med omsyn til

 s. 41:

fur trader (s): pelsjeger

acknowledge (v): anerkjenne

retain (v): beholde/behalde

francophone (s): person som snakker fransk som første- eller andrespråk/person som snakkar fransk som første- eller andrespråk

 s. 42:

attached to: knyttet til/knytt til

reside in: her: ligge hos/liggje hos

{{Gloser slutt}}

Area: 9,984,670 sq. km.

Population: 34,834,800

Capital: Ottawa

Major cities: Toronto, Montreal, Vancouver

Languages: English (official), French (official)

Currency: Canadian dollar

Life expectancy at birth: male 79.07/female 84.42

Literacy: male 99%/female 99%

National Day: Canada Day, 1 July

{{To bilder: Canadas flagg. Kart over Canada}}

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, Quebec, British Colombia and Alberta. About 62 per cent of the population lives in the first two provinces alone.

{{Bilde:}}

The northernmost civilian settlement in North America is Grise Fiord, with approximately 150 Inuit inhabitants.

{{Bilde slutt}}

What about the native population of Canada? The Inuits mostly live north of the 50th parallel in the Northwest Territories, Nunavut, Quebec and Labrador.

--- 40 til 261

In 1999 the Inuits were given their own territory called Nunawut. This is Canada's biggest territory and it makes up approximately twenty per cent of the total area of the country. In the old days Inuits used to live in igloos or in houses made of whalebone and hide, but today they live in conventional houses. Most Inuits buy their food at supermarkets, and they are therefore no longer as dependent on fishing and hunting seals, whales, caribous and other Arctic animals. There is also an Indian population in Canada. They live predominantly 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.

  What sport do you associate with Canada? Ice hockey, probably. Many countries have a sport that is so common that it is referred to as a national sport. In Canada, however, ice hockey has been declared the nation's national winter sport by an Act of Parliament. The same Act declared that lacrosse is Canada's national summer sport. "Lacrosse? Never heard of it," you may say. "Nobody plays it here in Norway." They do, actually! This typical Canadian sport is becoming increasingly popular here as well, particularly among students. In Canada, indigenous people played it as early as the 13th century, so it is deeply rooted in Canadian culture.

  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.

--- 41 til 261

In the province of Quebec, however, the majority speak French. This is due to what occurred 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 Quebec in Canada. When the British took over from the French in 1763, they acknowledged the right of the French-speaking inhabitants of Quebec to retain their language and culture. Since then Quebec has had a francophone population. Stephanie is one of many young French Canadians who have chosen to travel out of the province of Quebec to learn English.

   \_Stephanie\_: Here in Montreal 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. Montreal 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. 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.

--- 42 til 261

The problem is that it is difficult to maintain my English. In Montreal, 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.

{{Fire bilder:}}

1. Bilingual signs are a common sight in Canada.

2. In the ice hockey final between Sweden and Canada in the 2014 Winter Olympics, Canada won 3-0 and became Olympic champions.

3. Montreal is situated by the sea. This is a good place to practice your French.

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

{{Bilder slutt}}

{{Ramme:}}

As Queen Elizabeth II is Head of the Commonwealth, she is also Head of State in Canada. This is just a formal title, however. She has no political power in Canada or in any other Commonwealth country and the 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.

{{Ramme slutt}}

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

Where is most of the Canadian population concentrated?

>>> 2

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

>>> 3

Who is the political leader of Canada?

\_Oral tasks\_

>>> 4

Lacrosse may seem rather exotic to many Norwegians, but what is the strangest sport you can think of? What makes it seem strange? Talk about this in a small group.

\_Written and oral tasks\_

>>> 5

Do you know of any famous Canadians? Make a list of film stars, musicians, athletes and celebrities of Canadian descent. Compare your list with a classmate. Use the Internet if necessary.

>>> 6

Many other countries have a multilingual population. Discuss the following questions in a small group before checking online. Write down the results.

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 tasks\_

>>> 7

Stephanie left Quebec for a while to learn English. What can we do to improve the English of secondary school students here in Norway? Write a piece about this in English for your school website.

>>> 8

Write down ten facts about Canada.

{{Oppgaver slutt}}

--- 43 til 261

## xxx2 G: Jamaica

{{Gloser:}}

 s. 43:

atmosphere (s): atmosfære, stemming

crystal clear: krystallklar(e)

scuba diving (s): dykking

snorkelling (s): snorkling

rain forest (s): regnskog

 s. 44:

easy-going (adj.): avslappet/avslappa

patois (s): patois, dialekt som snakkes på Jamaica/patois, dialekt som blir snakka på Jamaica

emerge (v): her: vokse fram/vekse fram

Rastafarian (s): rastafarianer, tilhenger av rastafaritroen/rastafarianar, tilhengjar av rastafaritrua

descendant (s): etterkommer/etterkommar

sacrament (s): sakrament, kirkelig handling/sakrament, kyrkjeleg handling

{{Gloser slutt}}

Area: 10,991 sq. km.

Population: 2,930,000

Capital: Kingston

Major cities: Spanish Town, Montego Bay

Languages: English, Patois

Currency: Jamaican dollar

Life expectancy at birth: male 71.87/female 75.17

Literacy: male 82.10%/female 91.89%

National Day: Independence Day, 6 August

{{To bilder: Kart over Jamaica og Jamaicas flagg}}

If you like a relaxed atmosphere, plenty of sunshine, tasty Caribbean food, white sandy beaches and crystal clear water, Jamaica is the place for you! And you will definitely not feel alone during your stay. Approximately 3 million tourists visit the island every year. Jamaica has a lot to offer visitors; apart from scuba diving, snorkelling and lazing in the sun, you can go hiking in the rain forests, rafting on rivers in the jungle or go for a climb up the amazing Dunn's River Falls.

--- 44 til 261

However, what makes Jamaica really special are the easy-going people you meet everywhere. The most well-known Jamaican phrase is "Yah man", which is a way of greeting a stranger or someone you pass in the street. You will hear it everywhere. In Jamaica they speak a form of English known as "patois", a mixture of English, French, Spanish and African languages. But there is no reason to worry about not understanding the locals, because they use a more standardized English when speaking to foreigners.

  Rastafarianism is a religion that emerged in Jamaica in the early 1930s. Rastafarians, also known as Rastas, 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. Many Rastafarians wear their hair in dreadlocks and many smoke cannabis or "ganja", which is considered a spiritual act, a sacrament, which brings them closer to God.

{{To bilder:}}

1. Jamaica is full of beautiful beaches.

2. Dunn's River Falls.

{{Bilder slutt}}

--- 45 til 261

### xxx3 Reggae

{{Gloser:}}

musical tradition: musikalsk tradisjon

abolish (v): avskaffe

thrive (v): blomstre

forerunner (s): forløper/forløpar

ban (v): forby

unofficially (adv.): uoffisielt

pulsating (adj.): pulserende/pulserande

political awareness: politisk bevissthet/politisk medvit

underprivileged (adj.): underpriviligert

{{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. 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 a political tool of the underprivileged.

### xxx3 A Jamaican Icon

{{Gloser:}}

 s. 45:

prejudice (s): fordom(mer)/fordom(mar)

upbringing (s): oppdragelse, oppvekst/opp draging, oppvekst

injustice (s): urettferdighet/urettferd

oppression (s): undertrykkelse/undertrykking

social issues (s): sosiale spørsmål

 s. 46:

liberator (s): befrier, frigjører/frigjerar

spokesman (s): talsmann

high standing: høy status/høg status

immensely (adv.): umåtelig/umåteleg

{{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 for almost two decades. 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 as he was growing up since he worked as a sea captain and was away a great deal. After his father died, his mother struggled to support the family. Jobs were hard to find and many people moved into Kingston from the countryside in search of 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.

--- 46 til 261

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. He is still immensely popular and his home and the Bob Marley Museum are major tourist attractions in Jamaica.

{{Bilde:}}

Bob Marley made reggae music popular throughout the world. His music will live on forever.

{{Bilde slutt}}

### xxx3 Could You Be Loved?

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?

 By Bob Marley

--- 47 til 261

{{Ramme:}}

{{Gloser:}}

encounter (s): møte

distress (s): elendighet, nød/elende, naud

remain (v): forbli/vere igjen

defeat (v): beseire/sigre, vinne over

cornerstone (s): hjørnestein

in demand: etterspurt

extensive (adj.): utstrakt/utstrekt

plantation (s): plantasje

rebellion (s): opprør

colonial rule (s): kolonistyre

instigate (v): sette i gang/setje i gang

Maroon (s): rømt slave

former (adj.): tidligere/tidlegare

uprising (s): opprør

put down: slå ned

declare (v): erklære

{{Gloser slutt}}

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.

{{Ramme slutt}}

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

For how many years was Jamaica a British colony?

>>> 2

Mention a few things you can do as a tourist in Jamaica.

>>> 3

What was the name of Bob Marley's band?

>>> 4

What was a "Maroon"?

\_Oral tasks\_

>>> 5

Tell your partner all you know about Jamaica.

>>> 6

Do politics and music belong together? Discuss with your partner.

>>> 7

Is music a good way of getting a message across? Discuss.

\_Written and oral tasks\_

>>> 8

When we visit a Caribbean island we often see it as a paradise. Jot down five or six examples of how a tourist may see life on the island in another way than the people who live there. Present your ideas to a small group. Do your classmates agree with you?

\_Written tasks\_

>>> 9

You are a songwriter. You want to change society through your music. Write some lyrics.

>>> 10

You are on holiday in Jamaica. Write a postcard to a friend in which you tell her about everything you have done so far.

{{Oppgaver slutt}}

--- 48 til 261

## xxx2 H: South Africa

Area: 1,219,090 sq. km.

Population: 48,375,650

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 50.52/female 48.58

Literacy: male 93.90%/female 92.20%

National Day: Freedom Day, 27 April

{{To bilder: Kart over Sør Afrika og Sør Afrikas flagg}}

{{Ramme:}}

{{Gloser:}}

strategic (adj.): strategisk

naval route (s): sjøvei/sjøveg

Boer (s): nederlandsk ord for bonde

considerable (adj.): betydelig/betydeleg, monarleg

tension (s): spenning

natural resource (s): naturressurs

compromise (s): kompromiss, forlik

consist of (v): bestå av

{{Gloser slutt}}

The first European settlers arrived in South Africa in 1652. The \_Dutch East India Company\_ was the first to establish 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.

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. The language spoken by the Dutch settlers gradually developed into the language Afrikaans. Today approximately 14 per cent of the South African population speaks Afrikaans, 9 per cent speaks English, and the most widely spoken languages are IsiZulu (23 per cent) and IsiXhosa (16 per cent). Nelson Mandela, the former President of South Africa, was an IsiXhosa.

{{Ramme slutt}}

--- 49 til 261

### xxx3 Images of South Africa

{{Gloser:}}

 s. 49:

proximity (s): nærhet/nærleik

Soweto (s): bydel i Johannesburg

township (s): bydel for kun svarte innbyggere/bydel for berre svarte innbyggjarar

game reserve (s): viltpark

Antarctica (s): Antarktis

ice shelf (s): ishylle, iskant

 s. 51:

anchovy (s): ansjos

wetsuit (s): våtdrakt

outdoor activity (s): utendørsaktivitet/utandørsaktivitet

cable car (s): taubane

unequal rights: ulike rettigheter/ulike rettar

run on racial lines: (lover og regler) bestemt på bakgrunn av rase og etnisitet/(lovar og reglar) bestemte på bakgrunn av rase og etnisitet

severe (adj.): streng, hard

 s. 52:

impose (v): ilegge/påleggje

sanction (s): sanksjon

forum (s): her: arbeidsgruppe, komité

multiracial democracy: demokrati bestående av mange etniske befolkningsgrupper

award (v): tildele/gi til

effort (s): innsats

triumphantly (adv.): her: overbevisende/overtydande

appoint (v): utpeke/peike ut

era (s): æra, tidsepoke

forgiveness (s): tilgivelse/tilgiving

reconciliation (s): forsoning

{{Gloser slutt}}

Johannesburg is the largest city in South Africa and the second largest in Africa. The city attracts numerous tourists, not least because of its Apartheid Museum, Mandela House and the proximity to Soweto, the best known township in South Africa. In the 1970s there was a bloody uprising there and hundreds of young people were killed. Today tourists can cycle around the township with a guide and learn about its history and life in the township today. Johannesburg is also known for its high crime rates, however, and those who can afford it have high perimeter walls and electric fences around their homes.

{{To bilder:}}

1. Riches are not evenly distributed in South Africa. The contrasts can be shocking.

2. The rich live behind high walls and security gates.

{{Bilder slutt}}

South Africa is one of the world's largest producers of wine and the second largest producer and exporter of fruit. Apples, pears, mangoes, grapes, peaches, plums and citrus fruits are just some of the fruits that are exported from South Africa all over the globe.

  Africa is known for its wildlife, and South Africa is no exception. One of the largest and most popular game reserves on the continent is Kruger National Park where you can see the same "Big Five" as in the more famous Serengeti in Tanzania. Do you remember the "Big Five" from \_Crossroads 8A\_?.

  The south coast of South Africa is the last stop before you reach Antarctica. If you sail about 5,000 kilometres southwards you will find the gigantic Antarctic ice shelf and probably be met by the cutest birds on the planet - penguins.

--- 50 til 261

{{Bildeside: se side 51}}

--- 51 til 261

You do not actually have to travel that far to encounter these charming flightless birds, however. On the shores of South Africa you can watch African Penguins walking around on the beaches making a loud, donkey-like sound - unless they are in the water looking for an anchovy snack.

  Do you like adrenalin kicks? Are you ready to look a great white shark in the eye? You can do this in South Africa - if you dare. The world's largest concentration of this oversized predator is to be found off the South African coast, and there are countless tour companies who have specialized in taking tourists out to their habitat. You put on a wetsuit, step into a cage and down you go. Don't forget your camera!

  Cape Town is perhaps the most charming city in South Africa. There are plenty of things to do there, including all kinds of outdoor activities, but just being there is fun in itself. Talking to people, eating amazing food, enjoying the friendly atmosphere, just going with the flow - and wishing you had just a couple of more days left of your holiday.

  For those who are not afraid of heights, the cable car up to Table Mountain is one of Cape Town's top ten attractions. The view from the cable car is unbelievable and from the top of the mountain you can see almost to the end of the world. The cable car only operates if the winds are not too strong, which they often are, so if the wind picks up while you are at the top, you may have to walk all the way down. There are also other, more exotic ways of descending the mountain. If you have a paragliding license and the wind is right, you can fly all the way back to Cape Town!

{{Fire bilder:}}

1. African penguins are a tourist attraction in Cape Town.

2. Cable cars take you to the top of Table Mountain. The view en route is amazing.

3. Be a daredevil - try paragliding in Cape Town!

4. Going on a safari is an amazing experience. In South Africa you can

{{Bilder slutt}}

A few kilometres from the city of Cape Town is Robben Island, for many years a maximum security prison for political prisoners. You will no doubt have heard of its most famous prisoner - Nelson Mandela (1918-2013). During the apartheid era blacks and whites in South Africa had unequal rights, and 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 (see chapter 2). 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.

--- 52 til 261

One of the organizations fighting for equal rights was the \_African National Congress\_ (ANC), which was banned by the South African authorities in 1960, 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.

  In 1989, after years of international pressure, the regime finally accepted the need for change, and in 1990 Nelson Mandela was set free after 27 years in prison, eighteen of them on Robben Island. 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. Forty years of apartheid government were over and a new era could begin. Mandela firmly believed in forgiveness and reconciliation and as President he managed to guide his nation in a peaceful transition from an apartheid regime to a multiracial democracy. For this he gained the utmost respect not only from his own people, but from the whole world. Nelson Mandela retired at the end of his presidential term in 1999. His death in 2013 was followed by an official 10-day mourning period in South Africa.

  Today Robben Island is Cape Town's main tourist attraction and hundreds of thousands of tourists visit the island every year to see Mandela's prison cell and to learn about what it was like to be a political prisoner there.

{{To bilder:}}

1. Robben Island, where Nelson Mandela was kept imprisoned for 18 years.

2. Nelson Mandela - who chose the path of peace and reconciliation.

{{Bilder slutt}}

--- 53 til 261

{{Oppgaver:}}

{{Gloser:}}

rod of iron: jernhånd/jernhand

perpetrator (s): gjerningsperson

{{Gloser slutt}}

\_Did you get it?\_

>>> 1

What is the largest city in South Africa?

>>> 2

What do African penguins sound like and what do they eat?

>>> 3

Where is Robben Island?

>>> 4

Who was a prisoner on the island for many years?

\_Oral tasks\_

>>> 5

Nelson Mandela forgave those who put him in prison for 27 years. Would you have been able to do that? Discuss in a small group.

>>> 6

"Forgiveness is liberating." Discuss this statement.

>>> 7

Look online for information on the 1976 Soweto Uprising. Try to remember as much as possible without taking notes. Tell the other members of your group everything you remember.

>>> 8

Diving with the Great White or paragliding from Table Mountain - which would you choose and why? Tell the other members of your group. Give reasons.

\_Written and oral tasks\_

>>> 9

Browse a couple of newspapers online for articles on Nelson Mandela. Write down as many key words as possible. Write a few paragraphs in which you present the man and the politician.

>>> 10

Mandela is no longer with us, but his legacy will live on. Many people owe him a debt of deep gratitude. Write a letter to Mandela telling him what you feel about his attitude to life and his achievements. Find information about Mandela online, if necessary.

>>> 11

Browse the Internet for information on the reactions of the rest of the world to the apartheid regime in South Africa. Who tried to put pressure on the South-African government to end apartheid, and how? Write down a few facts and present them to your group.

\_Written tasks\_

>>> 12

Write a poem based on one of the pictures on pages 49-52.

>>> 13

It is the 1970s. The apartheid government is ruling South Africa with a rod of iron. As a young person living in a democratic country you feel you should do something to support the oppressed masses in South Africa. Write a letter to Prime Minister Vorster in which you argue for an immediate release of all political prisoners and a transition to a democratic political system.

>>> 14

Make a digital tourist brochure on South Africa. Use the information and pictures in this chapter as inspiration. Browse the Internet for more information.

\_Role play\_

>>> 15

A: You have done something terrible to another person. You regret what you have done and want to meet your victim and ask for forgiveness. Will you be forgiven? How will he or she react?

B: You are a victim of a terrible crime. You have many questions for the perpetrator. Why did he or she commit this crime? Are you willing to forgive him or her?

{{Oppgaver slutt}}

--- 54 til 261

## xxx2 Language Corner

All good writing needs correct 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."

  "The students, who were late, were not admitted to the auditorium."

  Read more about punctuation on page 187 in \_Crossroads 10B\_.

## xxx2 Task bank

{{Oppgaver:}}

{{Glose:}}

transient (adj.): forbigående, kortvarig/forbigåande, kortvarig

{{Glose slutt}}

\_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.

\_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.

--- 55 til 261

## 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}}

xxx2 Word quest

{{Gloser:}}

abolish (v): avskaffe

absorb (v): absorbere, suge opp

according to: etter

acknowledge (v): anerkjenne

affect (v): berøre, påvirke/gå inn på, påverke

affluence (s): rikdom, velstand

alert (adj.): våken/vaken

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

amplify (v): forsterke

anchovy (s): ansjos

Antarctica (s): Antarktis

appal (v): forferde, sjokkere

appalled (adj.): sjokkert

apparent (adj.): tydelig/tydeleg

appeal (v): be, oppfordre

appoint (v): utpeke/peike ut

archetypal (adj.): arketypisk, opprinnelig/arketypisk, opphavleg

arid (adj.): nedbørfattig

ascetic (s): asket

associate (v): forene/foreine

association (s): forening, organisasjon/foreining, organisasjon

atmosphere (s): atmosfære, stemning

attached to: knyttet til/knytt til

attend (v): her: gå på skole

avoid (v): unngå

award (v): tildele/gi til

ban (v): forby

--- 56 til 261

barely (adv.): bare så vidt/berre så vidt

bark painting: maleri, tegning på bark/måleri, teikning på bork

barrier (s): barriere, hindring

be dependent on: være avhengig av/vere avhengig av

be destined to: være (forut)bestemt til/vere (førehands)bestemt til

be of the highest importance: være av den største betydning/vere av den største verdien

be recommended: bli anbefalt

bear in mind: ha i bakhodet/ha i bakhovudet

blacken (v): svartne, bli svart

breathing technique: pusteteknikk

bridge the gap: jevne ut ulikhetene/jamne ut ulikskapane

broth (s): (kjøtt)kraft

bushfire (s): skogbrann

cable car (s): taubane

canvas (s): her: lerret

capital punishment (s): dødsstraff

cautious (adj.): forsiktig

challenge (s): utfordring

civil disobedience: sivil ulydighet/sivil ulydnad

cleanse (v): rense/reinse

close encounter: nærgående møte/nærgåande møte

cluster (v): samle seg

collect (v): samle, hente

colonial rule (s): kolonistyre

colour spectrum (s): fargespektrum

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

compromise (s): kompromiss, forlik

compromise his beliefs: gå på akkord med sitt livssyn

conception (s): oppfatning

condescending attitude: nedlatende holdning/nedlatande haldning

considerable (adj.): betydelig/betydeleg, monarleg

consist of: bestå av

contrary to: i motsetning til

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

cornerstone (s): hjørnestein

creepy-crawly (s): ekkelt kryp

croc fillet (s): krokodillefilet

crouch down: huke seg ned, krype sammen/huke seg ned, krype saman

crystal clear: krystallklar(e)

cuisine (s): kokekunst

debt (s): gjeld

deceased (s): avdøde

declare (v): erklære

decline (v): avta, minske/gå ned, minske

decolonization (s): avkolonisering

deeply rooted: dypt rotfestet, forankret/djupt rotfesta, forankra

defeat (v): beseire/sigre, vinne over

defence (s): forsvar

Dehli belly (s): magesyke/magesjuke

demand (s): krav

demand (v): kreve/krevje

demise (s): bortgang, død

depart (v): trekke seg unna/trekkje seg unna

--- 57 til 261

descendant (s): etterkommer/etterkommar

determined (adj.): bestemt

detrimental (adj.): vie seg til

devout (adj.): her: oppriktig

didgeridoo (s): australsk instrument

distress (s): elendighet, nød/elende, naud

diversity (s): mangfold/mangfald

domesticated (adj.): her: tam

draw attention to: tiltrekke (seg) oppmerksomhet/trekkje til seg merksemd

droning (adj.): brummende/brummande

droplet (s): liten dråpe/liten drope

due to: på grunn av

easy-going (adj.): vokse fram/vekse fram

encounter (s): her: møte

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

equator (s): ekvator

era (s): æra, tidsepoke

erect (v): her: bygge/byggje

establish (v): etablere

eucalyptus (s): eukalyptusolje

eucalyptus tree (s): eukalyptustre

exhibit (v): vise fram

expel (v): kaste ut, utvise

exports (s): eksportvarer

extend (v): strekke seg fra/strekkje seg frå

extensive (adj.): utstrakt/utstrekt

face problems: støte på problemer/støyte på problem

fate (s): skjebne

filled to capacity: helt fulle/heilt fulle

firmly (adv.): fast, bestemt

fleeting (adj.): flyktig, forbigående/flyktig, forbigåande

flourish (v): blomstre

forerunner (s): forløper/forløpar

forgiveness (s): tilgivelse/tilgiving

former (adj.): tidligere/tidlegare

former status: tidligere posisjon, tidligere status/tidlegare posisjon, tidlegare status

fortunate (adj.): heldig

forum (s): her: arbeidsgruppe, komité

fragrance (s): lukt, aroma

francophone (s): person som snakker fransk som første- eller andrespråk/person som snakkar fransk som første- eller andrespråk

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

fur trader (s): pelsjeger

gain (v): vinne, oppnå

game reserve (s): viltpark

germ (s): bakterie

get the appearance of: se ut som/sjå ut som

give off: type øgle

hallmark (s): kjennetegn/kjenneteikn

have poor prospects: ha dårlige framtidsutsikter/ha dårlege framtidsutsikter

head (s): leder/leiar

hemisphere (s): halvkule

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

high standing: høy status/høg status

--- 58 til 261

hotchpoth (s): her: sammensurium/samansurium

ice shelf (s): umåtelig/umåteleg

impose (v): ilegge/påleggje

in contrast to: i motsetning til

in demand: etterspurt

in recent years: i de senere årene/i dei seinare åra

in terms of: når det gjelder/når det gjeld

inaudible (adj.): uhørlig/uhøyrleg

indication (s): indikasjon, varsel

indigenous people (s): urbefolkning/urfolk

inevitably (adv.): uunngåelig/uunngåeleg

inexpensive (adj.): billig(e)

infamous (adj.): beryktet/berykta

inferior (adj.): underlegen

inhabited (adj.): bebodd/der det bur folk

inhibit (v): hemme, undertrykke/hemje, undertrykkje

injustice (s): urettferdighet/urettferd

instigate (v): sette i gang/setje i gang

Inuit (s): inuitt

item (s): produkt

joey (s): kengurubaby

landmass (s): landmasse, landområde

liberator (s): befrier, frigjører/frigjerar

literally (adv.): bokstavelig/bokstaveleg

living standard (s): levestandard

lizard (s): øgle

lorry (s): lastebil

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

make no effort: ikke anstrenge seg/ikkje anstrengje seg

make up: utgjøre/utgjere

manufactured goods: bearbeidede varer/tilarbeidde varer

marble (s): marmor

Maroon (s): rømt slave

marsupial (s): pungdyr

military coup (s): militærkupp

modest (adj.): beskjeden

monolith (s): monolitt

mouth-watering (adj.): som gir vann i munnen/som gir vatn i munnen

move out of the way: komme seg vekk

multiracial democracy: demokrati som består av mange etniske befolkningsgrupper

multitude (s): mengde/mengd

musical tradition: musikalsk tradisjon

natural resistance: naturlig motstandskraft/naturleg motstandskraft

natural resource (s): naturressurs

naval route: sjøvei/sjøveg

not considered compatible: ikke forenlig med/ikkje i samsvar med

not considered relevant: ikke ansett som relevant, viktig/ikkje rekna som relevant, viktig

numerous (adj.): utallige, mange/tallause, mange

obligated (adj.): forpliktet/forplikta

omnipresent (adj.): allestedsnærværende/som er alle stader

--- 59 til 261

on offer: på tilbud/på tilbod

one of the least populated: et av de minst befolkede/eit av dei minst folkesette

oppression (s): undertrykkelse/undertrykking

outdoor activity (s): utendørsaktivitet/utandørsaktivitet

outgoing (adj.): utadvendt/utoverretta

partiele (s): partikkel, korn

patois (s): patois, dialekt som snakkes på Jamaica/patois, dialekt som blir snakka på Jamaica

peoples (s): folkeslag

permeate (v): trenge igjennom/trengje igjennom

perpetrator (s): gjerningsperson

perspective (s): perspektiv, syn

place of origin: plantasje

poisonous (adj.): giftig

political awareness: politisk bevissthet/politisk medvit

political prisoner: politisk fange

populous (adj.): tett befolket, folkerik/tett folkesett, folkerik

possess (v): eie, ha/eige, ha

pouch (s): pung

predominant (adj.): dominerende/dominerande

predominantly (adv.): hovedsakelig, for det meste/hovudsakleg, for det meste

prejudice (s): fordom(mer)/fordom(mar)

previously (adv.): tidligere/tidlegare

primarily (adv.): først og fremst

primitive (adj.): her: enkel, usivilisert

proceed (v): fortsette/fortsetje, halde fram

profitable (adj.): lønnsom/lønnsam

promote (v): arbeide for

provide (v): skaffe, gi

proximity (s): nærhet/nærleik

pulsating (adv.): pulserende/pulserande

put down: slå ned

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

radical (adj.): her: ekstremistisk

rain forest (s): regnskog

rapid (adj.): rask

Rastafarian (s): rastafarianer, tilhenger av rastafaritroen/rastafarianar, tilhengjar av rastafaritrua

rays of the sun: solstråler/solstrålar

rebellion (s): opprør

reconciliation (s): forsoning

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

regenerate (v): fornye

reject (v): forkaste, avslå

relentless (adj.): ubøyelig/ubøyeleg

reliable (adj.): pålitelig/påliteleg

remain (v): være igjen/vere igjen

repeatedly (adv.): gjentatte ganger/gjentekne gonger

reside in: her: ligge hos/liggje hos

resident (s): beboer/bebuar

respite (s): pusterom, hvil/pusterom, kvil

retain (v): beholde/behalde

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

rickshaw (s): sykkeldrosje

--- 60 til 261

rod of iron: jernhånd/jernhand

roo burger (s): (ham)burger laget av kengurukjøtt/(ham)burgar laga av kengurukjøtt

ruling enterprise (s): ledende, herskende maktenhet/leiande, herskande makteining

run on racial lines: (lover og regler) bestemt på bakgrunn av rase og etnisitet/(lovar og reglar) bestemte på bakgrunn av rase og etnisitet

sacrament (s): sakrament, kirkelig handling/sakrament, kyrkjeleg handling

sacred (adj.): hellig/heilag

sanction (s): sanksjon

sand art: kunstverk i eller av sand

sanitary facility (s): sanitært anlegg

scuba diving (s): dykking

self-governing dominion (s): selvstyrt område under Det britiske samvelde/sjølvstyrt område under Det britiske samveldet

serve time: sone fengselsstraff

severe (adj.): streng, hard

shed (v): felle, kaste av seg

slay (v): drepe, myrde

snakebite (s): slangebitt/slangebit

snorkelling (s): snorkling

social issues (s): sosiale spørsmål

Soweto (s): bydel i Johannesburg

spare (v): avse/avsjå

sparsely populated: tynt befolket/tynt folkesett

spectator (s): tilskuer/tilskodar

spokesman (s): talsmann

strategic (adj.): strategisk

subjugate (v): underlegge seg/underleggje seg

sufficient (adj.): nok, tilstrekkelig/nok, tilstrekkjeleg

suitable (adj.): passende/passande

sunset (s): solnedgang

superior (adj.): overordnet/overordna

suppress (v): undertrykke/undertrykkje

tall order: utfordring

temporarily (adv.): midlertidig/mellombels

tension (s): spenning

territorial (adj.): som passer på territoriet sitt/som passar på territoriet sitt

the authorities: myndighetene/styresmaktene

the essentials: det sporten dreier seg om

the ins and outs of: alt om

thrive (v): blomstre

tin shed (s): blikkskur/blekkskur

tirelessly (adv.): utrettelig/utrøtteleg

township (s): bydel for kun svarte innbyggere/bydel for berre svarte innbyggjarar

trading enterprise (s): forretningsvirksomhet/forretningsverksemd

trading post (s): landhandel

transient (adj.): forbigående, kortvarig/forbigåande, kortvarig

tread (v): tråkke (på)/trakke (på)

triumphantly (adv.): overbevisende/overtydande

trunk (s): trestamme

uncommon (adj.): uvanlig/uvanleg

underprivileged (adj.): underprivilegert

unequal rights: ulike rettigheter/ulike rettar

--- 61 til 261

unofficially (adv.): uoffisielt

unwind (v): slappe av

upbringing (s): oppdragelse, oppvekst/oppdraging, oppvekst

uprising (s): opprør

utter (adj.): fullstendig, total

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

vehicle (s): kjøretøy/køyretøy

venomous (adj.): giftig

vibrant (adj.): pulserende, livfull/pulserande, livfull

violation of the civil rights: brudd på innbyggeres rettigheter i et land/brot på rettane til innbyggjarar i eit land

walkabout (s): spasertur

wander off: bølgelengde/bølgjelengd

wavelength (s): bølgelengde/bølgelengd

well-off (adj.): rik, velstående/rik, velståande

wetsuit (s): våtdrakt

widespread (adj.): utbredt/utbreidd

with respect to: med hensyn til/med omsyn til

with the intention of: med intensjon/tanke om å

yet again: enda en gang/endå ein gong

{{Gloser slutt}}

--- 62 til 261

{{Bildeside: Tre unge mennesker, kledd i klær i sterke farger, malt med mørke farger i ansikt og hår}}

--- 63 til 261

# xxx1 Chapter 2: Living in the English-speaking World

Approximately 375 million people speak English as a first language worldwide, and the number of speakers of English as a second language is even higher. In this chapter you will meet a number of young speakers of English from five very different countries and learn something about their culture and way of life. Enjoy this brief glimpse into the world of English!

--- 64 til 261

## xxx2 A: Living in New Zealand

Area: 267,710 sq. km.

Population: 4,365,100

Capital: Wellington

Major cities: Auckland, Christchurch, Hamilton

Language: English, Maori

Currency: NZ dollar

Life expectancy at birth: male 78.79/female 82.94

Literacy: male 99%/female 99%

National Day: New Zealand Day, 6 February

{{To bilder: Kart over New Zealand og New Zealands flagg}}

{{Ramme:}}

\_David\_

{{Gloser:}}

situated (adj.): beliggende, plassert/som ligg, plassert

surround (v): omgi

adrenalin kick (s): adrenalinkikk

bungee jumping (s): strikkhopping

viable options: mulige alternativer/moglege alternativ

skydiving (s): fallskjermhopping

landmark (s): landemerke

{{Gloser slutt}}

Hello, and welcome to New Zealand! My name is David, and I'm fifteen years old. I live in Auckland, which is the largest city in the country. Auckland is situated by the sea on the North Island. Walking around Auckland you'll notice a lot of young people. That's because Auckland is a university \_city\_, and young people from all over the world come here to study and to learn English.

A lot of the students coming here love the outdoors. New Zealand is surrounded by the sea, so you can do water sports like sailing, fishing, swimming and scuba diving nearly everywhere. Inland there are lots of mountains and forests where you can go hiking, camping, skiing and climbing. For those who fancy an adrenalin kick, rafting and bungee jumping are viable options. Even here in Auckland you can go skydiving from the Sky Tower. That's the city's landmark and it's what gave the city its nickname, "Sky City".

{{To bilder:}}

1. David

2. A skydiver has jumped from Sky Tower in Auckland. What a thrill!

{{Bilder slutt}}

--- 65 til 261

{{Ramme:}}

\_Mawana\_

{{Gloser:}}

descendant (s): etterkommer/etterkommar

in ancient times: i tidligere tider/i tidlegare tider

fierce (adj.): krigersk, aggressiv

immunity (s): immunitet, motstandskraft

benefit (s): gevinst, gode

heritage (s): arv

{{Gloser slutt}}

Hi there, my name is Mawana, and I'm sixteen. I'm a Maori girl and I live close to the town Whangarei. The Maoris are descendants of Polynesians who crossed the oceans in ancient times. They were fierce warriors and they used to rule this country, but then the Europeans arrived in the 1700s, and the Maoris didn't have immunity to their diseases, so many got sick and died.

There was a treaty called the \_Treaty of Waitangi\_ in 1840 between the Maori tribes and the British. You could say that was when New Zealand was colonized, and the Maoris have been struggling and fighting for their rights ever since.

Today New Zealand is a multicultural society with minorities mainly from Asia and other Pacific Islands. As a young Maori I live in two cultures. I have one foot in modern city life and the other in the traditional Maori way of life. This gives me the benefit of taking the best things from both cultures, and I am very proud of my Maori heritage.

{{To bilder:}}

1. Mawana

2. Maoris carrying a canoe into the ocean on their National Day February 6. Canoes (wakas in Maori) have always been an important part of Maori culture.

{{Bilder slutt}}

--- 66 til 261

{{Bilde:}}

Maoris havo a rich tradition of tattoos, in particular facial tattoos. A Maori tattoo is called moko. Its purpose is to beautify the person and to tell the story of his or her tribe and family. In short it says who people are. The Silver fern is the national symbol of New Zealand.

{{Bilde slutt}}

{{Ramme:}}

\_Zoe\_

{{Gloser:}}

strike (v): slå, treffe

newcomer (s): nykommer/nykommar

nocturnal bird (s): nattfugl

pompon (s): kule, ball

beak (s): nebb

film director (s): filmregissør

Silver Fern (s): sølvbregne

{{Gloser slutt}}

Hi, I'm Zoe, I'm seventeen and I live in Christchurch, which is the second largest city in the country. You may know that New Zealand consists of two islands, the North Island and the South Island. Both islands have beautiful scenery, but what strikes newcomers are the beautiful trees and the birds. We have lots of birds that are endemic to this country, like the Kiwi, which is a big nocturnal bird that can't fly. By the way, the bird's name is also the nickname for a New Zealander.

It's fascinating to walk in the forest and hear all the birdsong. My all time favourite bird is the Tui which has black feathers with white pompons under its beak. You should try to get a glimpse of the Kingfisher, the Kaka or the Yellow-eyed Penguin, too. In our country we have more animals than people, because we have about 10 million sheep! The spectacular scenery in New Zealand has made it very popular among film directors in the last few years. It's not uncommon to come across film crews doing movie shoots here and there.

{{To bilder:}}

1. Zoe

2. Green pastures as far as the eye can see. The mountains in the background are reminiscent of those in "Lord of the Rings", don't you think?

{{Bilder slutt}}

--- 67 til 261

### xxx3 The Maori and the Marae

{{Gloser:}}

tribal community (s): stammesamfunn

marae (s): tradisjonelt Maori langhus

Haka (s): krigsdans

The All Blacks: det nasjonale rugbylaget til New Zealand

{{Gloser slutt}}

The indigenous population of New Zealand, the Maoris, are a tribal community. Even though many Maoris today live in big cities and lead modern lives, they still have a strong connection to the land in which their tribe resides. In every tribal area there is a local \_marae\_. A marae is a community house which serves as a cultural and social centre for its members. A marae serves as a meeting place and is where parties are arranged, including weddings and funerals. The maraes are usually built of wood and are often beautifully decorated with traditional wooden carvings and paintings. A marae is treated with great respect. You cannot just enter whenever you want, you have to be invited. According to tradition, it is the older females of the tribe who can invite people in. They will do so by standing at the front porch or at the gate and calling you in. Make sure you leave your shoes by the door step as this is the custom and a sign of respect.

  The Maori culture was a warrior culture, and the Haka is a traditional Maori war ritual performed before a battle to scare off the enemy. The All Blacks is the national rugby team of New Zealand, and they are immensely popular. Before their matches they perform the Haka to intimidate the opposing team.

{{To bilder:}}

1. The wharenui (traditional meeting house) and wharekura (schoolhouse) at the Tuwharetoa Otukou Marae, a tribal meeting ground under Mount Tongariro on the North Island.

2. The New Zealand All Blacks rugby team.

{{Bilder slutt}}

--- 68 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

Name three outdoor activities you can do in New Zealand.

>>> 2

How did Auckland get its nickname?

>>> 3

How was the Maori population affected by the Europeans?

>>> 4

What happened at Waitangi?

>>> 5

What is special about some of the birds in New Zealand?

\_Oral tasks\_

>>> 6

As a visitor to New Zealand, which of the outdoor activities mentioned on page 64 would you like to try? Talk about this with a classmate. Give reasons for your choice.

>>> 7

What does your local community have to offer a tourist from abroad? Discuss in a small group.

>>> 8

Mawana lives in two cultures. What are the advantages and disadvantages of being bicultural? Discuss in a small group.

\_Written and oral tasks\_

>>> 9

Browse the Internet for information on tourist attractions in New Zealand and make a top ten list of what you would like to see and do. Present them to the other members of your group. Give reasons for your choices.

>>> 10

Spend ten minutes online looking for information on films shot in New Zealand. Write down some key words and tell your group what you found out.

\_Written tasks\_

>>> 11

Solve the crossword puzzle.

{{Kryssorddiagrammet er ikke tilrettelagt.}}

Across:

1: university city

4: gives an adrenalin kick

6: treaty between the British and the Maoris

8: indigenous population

Down:

2: has pompons

3: nowhere else

5: nocturnal bird

7: a New Zealander

>>> 12

A bird watcher has travelled all the way from France to New Zealand to see the Tui and the Yellow-eyed Penguin. Write her story.

>>> 13

You have spent a fabulous week in New Zealand and are now moving on to Australia. Write an email to your friends telling them about your week.

{{Oppgaver slutt}}

--- 69 til 261

## xxx2 B: The World in a Classroom

### xxx3 École Mondiale World School

{{Gloser:}}

 s. 64:

École Mondiale World School (s): internasjonal skole i Mumbai

get international exposure: bli eksponert for internasjonal påvirkning/bli eksponert for internasjonal påverknad

IB, International Baccaleaureate: internasjonal videregående rettet mot studier i utlandet/internasjonal vidaregåande retta mot studium i utlandet

balanced learner: allsidig elev

academically inclined: god i teoretiske fag

homeroom (s): baserom

snack break (s): kort spisepause/kort matpause

locker (s): skap

et cetera, etc.: og så videre/og så vidare

basketball court (s): basketballbane

 s. 65:

intercultural awareness: flerkulturell forståelse/fleirkulturell forståing

pursue (v): følge/følgje

passion (s): lidenskap, noe man er veldig opptatt av/lidenskap, noko ein er veldig oppteken av

fulfil (v): oppfylle

confidence (s): selvtillit/sjølvtillit

nurture (v): her: bli stimulert og tatt vare på/bli stimulert og teken vare på

MUN, Model United Nations (s): et slags FN-rollespill/eit slags FN-rollespel

liberal arts course (s): humaniora, dvs. historie, språk, litteratur, filosofi o.l.

{{Gloser slutt}}

Just outside the metropolis Mumbai in India is an international secondary school called École Mondiale World School. We met some of the students.

  Akankscha: This is one of this city's most international schools and we get a lot of international exposure. That is one of the main reasons why people attend the school. It leads to the IB, which gives us the opportunity to study abroad.

  Taanika: It's also a school that helps us to be balanced learners and not only academically inclined. It gives us exposure to different kinds of sports and extra-curricular activities. It provides an international environment, a wellrounded education and the teachers are fabulous.

   Akankscha: We come in early in the morning and once we get into our homerooms - we all have allotted homerooms - we stand up for the National Anthem or the School Anthem, which plays in the morning. After that we have three classes in the morning, each of forty minutes, after which we have a snack break of twenty minutes. Then we have four classes of forty minutes each, and to make it easier for the students a lot of classes are double lessons so that we don't have to keep shifting from class to class. We also have lockers where we can keep our books, bags et cetera. In the forty-minute lunch break we all have time to play on the indoor basketball court or play football outside. Everything is organized and each age group get a certain time to play, so it's not too crowded. After lunch we have two classes before our school day is over.

--- 70 til 261

Taronish: I think this school really teaches you intercultural awareness and helps you become more internationally minded. It teaches you to pursue your passions and do what you think is right more than fulfilling anyone else's expectations. In that sense I think I have grown in confidence and really been nurtured here.

   Pradyumna: This school teaches us how to be open-minded and balanced. It lets us do what we want. We get to choose our own courses in 12th grade. The teaching is very international, which is generally appreciated and it is the only school that is a full IB school in Mumbai.

   Taanika: We have extra-curricular activities on Mondays and Thursdays. On Thursdays we swim. We are on the swimming team for our school, so we participate in different competitions. For my Monday activity I'm in MUN, which is short for Model United Nations. We've done one international MUN and we have a school MUN. We also go to different local schools and do national MUNs as well. Both of us have been to the St. Petersburg International Model United Nations and to the Harvard Model United Nations in India.

### xxx3 The Future

{{Gloser:}}

 s. 65:

Political Science (s): statsvitenskap/statsvitskap

criminal lawyer (s): advokat som arbeider med strafferett

economics (s): økonomi

 s. 66:

Ivy League: de eldste og mest prestisjetunge universitetene i USA/dei eldste og mest prestisjetunge universiteta i USA

financial consulting agency: økonomisk rådgivningskontor/økonomisk rådgivingskontor

investment bank: investeringsbank, bank som driver rådgivning i kjøp og salg av aksjer/investeringsbank, bank som driv rådgiving i kjøp og sal av aksjar

engineer (s): ingeniør

something that is defining: noe viktig eller betydningsfullt/noko viktig eller alvorleg

coastal area (s): kystområde

business hub (s): forretningssentrum

{{Gloser slutt}}

Taanika: I want to study in the US, and I want to do a liberal arts course. In liberal arts I'm very set on doing International Relations and Political Sciences. I also want to study History and do Religious Studies. Furthermore, I want to study at Yale or Oxford and get a degree in criminal law and become a good criminal lawyer.

   Akankscha: I want to do business and economics. My dream is Oxford University after 12th grade. I have decided my IB subjects accordingly. After that I plan to get my master's and get some work experience. I see myself as a pretty good businesswoman in the future.

--- 71 til 261

Taronish: I really want to pursue Mathematics and Economics in college, and I want to study in the US or England. My dream school is Harvard. I really want to go to an Ivy League college or Oxford or Cambridge. Why do I want to study Maths and Economics? I think in life you have a lot of grey areas. You're not sure whether what you're doing is right. You're not sure whether or not you have come to the right answer. I think Maths is one of the subjects where it's very black and white - you're either right or wrong. I really like that. I think it's really systematic and logical. After that I would either want to become a college professor or I would want to work at a financial consulting agency or an investment bank. We'll see.

   Pradyumna: With regard to the future I am partly confused because I want to be an engineer, but I don't know what engineering I want to do. As to universities, I'm actually fine wherever I go. I don't want to get into an Ivy League college or anything. I really enjoy Physics and Chemistry and I am taking Higher Level Maths and I'm doing additional Maths in my current school year.

   Sumer: I want to pursue Physics in some form or the other, and I don't really mind where I study. I believe that if you have a passion for a subject it doesn't matter if you're starting at Mumbai University or Harvard University. You can express and fulfil your talent to the highest degree anywhere and if you're talented, you'll get recognized. My aim is to contribute to Physics as a Nobel Prize winner or as something that's defining.

  I've lived in Mumbai for seven years now. I think it's a great place simply because the people here are very understanding. They are open to your character, no matter. Everyone has a place in Mumbai. People are ready to accept you the way you are. Therefore I see a lot of people flourish. Other Indian cities are not this open, they're more stereotypical. Furthermore, I think the city is really beautiful, with the sea and all. Apart from being in a coastal area and being the business hub of India, it probably represents the most modern aspect of Indian society. Everyone is modern, culturally aware and open-minded and not restricted to the stereotypical Indian society from when we were under British rule. I think Mumbai is a symbol of change.

{{Fem bilder:}}

1. Taanika

2. Taronish

3. Pradyumna

4. Sumer

5. The sunsets in Mumbay are beautiful. This is from Chowpatty Beach, where a lot of city dwellers go for an evening stroll.

{{Bilder slutt}}

--- 72 til 261

{{Oppgaver:}}

{{Glose:}}

acronym (s): forkortelse som blir lest som et vanlig ord, f.eks. NATO/forkorting som blir lesen som eit vanleg ord, t.d. NATO

{{Glose slutt}}

\_Did you get it?\_

>>> 1

What interests do Taanika and Akankscha share?

>>> 2

Explain the acronym MUN.

>>> 3

Why does Taronish like maths?

>>> 4

According to Sumer, how does Mumbai differ from other cities in India?

\_Oral tasks\_

>>> 5

Which subjects are most important in today's society: Natural Sciences (Maths, Chemistry, Physics) or Arts (Languages, History etc.)? Discuss in a small group. Give reasons.

>>> 6

What are your plans for the future? Tell your group.

>>> 7

What do you know about India? Take turns telling each other facts about this fascinating country.

\_Written and oral tasks\_

>>> 8

In IB schools all teaching and communication is in English. How would you like to attend a school like this? List some advantages and disadvantages. Share your ideas with your group.

>>> 9

Work in groups of four. Your goal is to learn more about India. Each of you chooses a person, an animal, a place or a tourist attraction. Browse the Internet for inspiration and information. Take notes and write a couple of paragraphs using your own words. Tell your group what you have found out, preferably without using a script.

\_Written tasks\_

>>> 10

Look for information about Model United Nations online. Write a newspaper article about it.

>>> 11

"We need much more Maths, Physics and Chemistry in school." Write a couple of paragraphs in which you discuss this statement.

>>> 12

Write a summary of "The World in a Classroom".

{{Oppgaver slutt}}

## xxx2 C: Living in a Township

{{Gloser:}}

 s. 73:

informal house (s): midlertidig hus satt opp med de materialene man finner/mellombels hus sett opp med dei materialane ein finn

chase (v): jage

developer (s): utvikler/utviklar

remarry (v): gifte seg på nytt

accommodate (v): huse

renovate (v): pusse opp

 s. 74:

crowded (adj.): folksomt, tettpakket/folksamt, tettpakka

limited (adj.): begrenset/avgrensa

switch on (v): slå på

 s. 75:

opportunity (s): mulighet/moglegheit

veg (vegetables) (s): grønnsaker/grønsaker

unemployed (adj.): arbeidsledig

grant (v): gi støtte, bevilge/gi støtte, løyve

item (s): gjenstand

cardboard (s): papp, kartong

temporary (adj.): midlertidig, kortvarig/mellombels, kortvarig

flush (v): trekke ned/trekkje ned

tub (s): her: vaskested/vaskestad

pluck chickens: ta fjærene av høner/ta fjørene av høner

diverse (adj.): variert

community (s): samfunn, fellesskap

misery (s): elendighet/elende

{{Gloser slutt}}

{{Bilde:}}

Sugar is a tour guide in Langa, the oldest township in Cape Town. She knows just about everything there is to know about Langa. She grew up there.

{{Bilde slutt}}

Sugar is a tour guide in Langa, one of the big townships in Cape Town in South Africa. Her job is to walk people around, telling them about the history of the township where she grew up and daily life there.

  Langa is the oldest township in Cape Town. It was established between 1923 and 1927 and there are approximately 150,000 people living here. This township is for black people, but we do have townships for the so-called coloured people, who are people of mixed race. A lot of the people who live here come from the Eastern Cape, which is the poorest province in the country.

--- 73 til 261

When they come here to look for jobs they don't have houses to stay in, so they build informal houses, or shanties, as we call them. So the reason why we've got informal houses is because of migration of people from one place to another but also the lack of houses in South Africa as a whole. However, the reason we have townships is because the apartheid government chased away all the non-white people from different areas which were declared as white areas only (see chapter 1).

{{Bilde:}}

The kitchen in a Langa hostel.

{{Bilde slutt}}

There are basically three categories of houses here in Langa: rental houses, houses that are for sale or constructed by a private developer, and the ones that you see on your right-hand side are houses built by the government for people who cannot afford to buy or rent a house. There is a very long waiting list for the last category.

  Before, the government also built a type of housing called hostels, which are apartments where many migrant workers lived in the same apartment. They were not allowed to bring along their families. They were left behind in the Eastern Cape, so a lot of children there grew up without a father. Some of the men remarried and got children here. Earlier Langa was used not only to accommodate migrant workers but also to control them. Workers had to have certain paperwork and apartheid officials regularly checked their documents, but not any more. Now South Africa is a democratic nation and there is freedom of movement.

  The hostels have been renovated and are no longer only for migrant workers, but also for their wives and children and other family members. The majority of the workers still have most of their family members back in the Eastern Cape, though.

{{Bilde:}}

You don't have to be rich to be happy.

{{Bilde slutt}}

--- 74 til 261

{{Bilde: Falleferdig skur av blikk, tre og papp med tre barn foran}}

When people there have finished school and want to study, they have to go to Cape Town, and they most often come here and live with their family here in Langa. We always share what we have, and that's why it's so crowded here. There's limited space.

  When I grew up, we were nine people in one room. We were four children and the two youngest had to share a bed with other family members, whereas me and my cousin slept on the floor in between the beds. You were not supposed to switch on the light while the others were sleeping, so if you wanted to do your homework, you used a small candle. I had a candle and a box of matches under my pillow and I used to wake up at one or two in the morning. That's when I lit the candle and did my homework. At that time it's quiet everywhere and it's easier to concentrate. It isn't easy to focus on homework with a lot of people around you, children running and shouting and with music being played everywhere. Then I went back to sleep, and at five o'clock I had to get up to get ready for school.

  Now we are entering into a shanty area. This area is also part of Langa, but the shanties were built later than the other houses, between 1993 and 1994.

--- 75 til 261

There were so many people that were coming down from the villages to look for job opportunities, but they couldn't find a place to stay. So whenever they saw an available space they built shanties for themselves. Not all of them found work, so many of them started small businesses like selling fruit and veg, preparing food for people and so on. If you are unemployed the government doesn't grant you anything, so you just have to work up and do something for yourself.

  As you can see, the shanties are made out of different items like wood, metal, plastic, cardboard, metal or just about anything people can pick up and use. Everything in the shanties is temporary, and they don't have any bathrooms. If you look on your left-hand side, you can see some green doors. They are communal bathrooms with chemical toilets, which don't flush like a normal toilet. There are people who are employed in the community by the government to do the cleaning three days a week. Over there you can see one of the communal tubs where people do their laundry in the brick sinks, and coming up on your right-hand side is one of the high schools that we have in Langa. We have four of them, in addition to six primary schools. There are about 1,400 students here and approximately 40 students in each class.

  OK, this is Langa Central Business Area. We have a lot of different shops next to each other and on the left-hand side you can see the Internet Café. You have probably heard of KFC. Here in Langa we have LFC, which stands for Langa Fresh Chicken. Over there you can see ladies plucking chickens. They buy living chickens at the chicken farms and come here to slaughter them and clean them for sale. It is all about fresh meat.

  The area we are driving into now is called Beverly Hills. It is a high-class area for people who have worked hard to earn what they have. They work as teachers, nurses and doctors, and as you can see, they can afford to have a nice car. But also people who have houses build shanties because their houses sometimes are too small to accommodate all the family members. So they build shanties at the back of the house.

  I hope you have found the tour interesting and that you have learnt that Langa is a very diverse community and that it is not just about misery, which some people tend to believe. A lot of people live good lives here.

--- 76 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

Describe in detail what a shanty is.

>>> 2

Why can it be difficult to do homework when you live in a township?

\_Oral tasks\_

>>> 3

The townships are for black and so-called coloured people, but not for whites. How do you feel about that? Talk about it in a small group.

>>> 4

In South Africa black people have been (and still are) discriminated against. But are things any better in Norway? There are countless examples of job applicants who do not get a job interview until they use a fake Norwegian-sounding name. Discuss the following:

a) Why is this so?

b) Are Norwegians generally prejudiced against other cultures? Give examples.

c) What can we do to build bridges between cultures?

d) There are many forms of discrimination. Talk about some of them.

\_Written and oral tasks\_

>>> 6

If you had to share a room with several other family members, how would that effect your life? Write down some key words, then discuss with a partner.

>>> 7

"Norwegian teenagers are too materialistic and they do not seem to appreciate what they have." Write down some arguments for and against this statement before you start a discussion in a small group.

>>> 8

List five or six reasons why everybody should be treated the same way whatever their sex, skin colour, political and religious beliefs or appearance. Discuss your opinions in a small group.

\_Written tasks\_

>>> 9

Sugar used to do her homework in the middle of the night. So do you, every night! Write a blog post in which you describe 24 hours in your life.

>>> 10

You have just won the lottery and you have decided to give a certain amount to charity. You have found a good organization that helps children in need. Write a letter explaining why you want to donate money to this organization.

\_Role play\_

>>> 11

A: You have finally got a job interview. You have sent many applications without being invited to an interview. You decided to give a fake name, but are sure the company will understand when you explain why you did it.

B: You represent an international company that is about to hire a dozen new engineers. You are looking for young people that can bring new ideas into the company. You are a little sceptical about people from other cultures, and one of the applicants has a funny accent. Will you hire him or her?

{{Oppgaver slutt}}

--- 77 til 261

## xxx2 D: Move My Image

{{Gloser:}}

 s. 77:

shoot (v): her: filme

storyboard (s): dreiebok, filmmanuskript

edit (v): redigere

 s. 79:

take for granted: ta for gitt

orphan (s): foreldreløst barn/foreldrelaust barn

cuddle (v): kose med

{{Gloser slutt}}

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.

  - \_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.

{{To bilder:}}

1. Fortunate, Iben, Zimpiwe, Ellen, Loretta, Hilda and Jarl (from left to right).

2. The Gumboot dance started among the workers in South African gold mines. Gumboots and helmets are traditionally worn when performing the dance.

{{Bilder slutt}}

--- 78 til 261

{{Bilde:}}

African wildlife: What are these animals called?

{{Bilde slutt}}

--- 79 til 261

- \_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.

  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.

### xxx3 Zimpiwe

{{Gloser:}}

 s. 79

understanding (adj.): forståelsesfull/forståingsfull

strict (adj.): streng

turn out well: gå bra

{{Gloser slutt}}

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!

{{Bilde: Zimpiwe}}

--- 80 til 261

### xxx3 Dineo: Dumelang!

{{Gloser:}}

 s. 80

Commerce (s): økonomifag

chartered accountant (s): revisor

{{Gloser slutt}}

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.

{{Bilde: Dineo}}

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

\_Written tasks\_

>>> 7

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

{{Oppgaver slutt}}

--- 81 til 261

## xxx2 E: Maasai

{{Gloser:}}

cattle (s): kveg

mud (s): leire

polygamous (adj.): polygam (tillater flere koner)/polygam (tillét fleire koner)

kindergarten (s): barnehage

primary school (s): barneskole

conservation area (s): nasjonalpark, naturvernområde

{{Gloser slutt}}

We are Maasai, and we are nomadic people. This means we move from one place to another to find grass and water for the cattle. We are about 150 people here and we have 24 houses made of mud. We are polygamous and can have ten wives or more, which is why we are so many here. We have a kindergarten for the children. They learn the alphabet and some Maths. Primary school is 15 kilometres from here in the Ngorongoro Conservation Area. The children go to school for seven years.

  We normally eat cow meat and drink milk mixed with blood. We never eat wild animals. A lot of tourists come here to learn about Maasai culture. We have a programme where we show them our houses and we sing and dance for them. We also show them how we make fire without matches. Tourism is important for us as most people buy arts and crafts that we make here.

{{To bilder:}}

1. The Maasai people are nomadic and polygamous. A man can have more than ten wives.

2. The local school in a Maasai boma (village).

{{Bilder slutt}}

--- 82 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

What would you say is the most unusual aspect of Maasai culture?

\_Oral tasks\_

>>> 2

Discuss in a small group:

a) What do you think the Maasai gain from their simple lifestyle far away from the modern world?

b) Would you consider living a simple nomadic life for a year to get in touch with nature and to get away from our hectic lifestyle for a while? Give reasons for your answer.

\_Written and oral tasks\_

>>> 3

Browse the Internet for five minutes for information on Maasai culture. Write down key words. Share your findings with your group.

\_Written tasks\_

>>> 4

You are a safari tourist who has stopped at a Maasai village on your way to a leopard habitat. Write a small article about what you experienced there. Base the article on text E on page 81.

{{Oppgaver slutt}}

## xxx2 F: Malaysia - the Melting Pot

Area: 327,847 sq. km.

Population: 39,628,400

Capital: Kuala Lumpur

Major cities: Kajang, Klang

Language: Malaysian, English, Tamil, Chinese

Currency: Ringgit

Life expectancy at birth: male 71.51/female 77.24

Literacy: male 95.40%/female 90.70%

National Day: Independence Day, 31 August

{{To bilder: Kart over Malaysia og Malaysias flagg}}

--- 83 til 261

### xxx3 Selamat Datang - Welcome!

{{Gloser:}}

 s. 83:

Malay (s): malaysier/malaysiar

melting pot (s): smeltedigel

ethnic (adj.): etnisk

high-rise building (s): skyskraper/skyskrapar

 s. 84:

tropical (adj.): tropisk

biodiversity (s): biologisk mangfold/biologisk mangfald

trade (s): handel

{{Gloser slutt}}

Four school friends from Johor Bahru would like to tell you a few things about their country - Malaysia. It's a member of the Commonwealth of Nations and gained its independence from Britain in 1957.

  Nurin (16): There are all sorts of people living in Malaysia ... Malays, Chinese, Indians ...

  Qamarul (16): ... and there's quite a large indigenous population, too.

  Nurin: It's kind of a melting pot. People have different ethnic backgrounds, different religions and we all just get along. It's kinda fun, 'cos there's always some religious festival or celebration going on.

  Archana (16): And we have one of the world's best cuisines! You can get all types of food here, Chinese, Indonesian, Malay, Indian ... In the cities you can get Western fast food, as well. We have quite a few large cities. The largest is KL, of course.

  Tan (16): That's the capital, Kuala Lumpur.

  Archana: KL has some amazing high-rise buildings, like the Petronas Towers. Do you remember when we walked across the Skybridge?

  Qamarul: That was cool.

  Archana: The Skybridge is a walkway linking the two towers and it's 170 metres above the ground. There's nowhere else like it in the world. KL is an amazing place. It's got a real buzz you know, there's always something going on.

{{To bilder:}}

1. Petronas Towers (Twin Towers) in Kuala Lumpur, one of the highest skyscrapers in the world.

2. Malaysia is a multicultural society.

{{Bilder slutt}}

--- 84 til 261

Tan (16): But I guess many tourists come to Malaysia because it's a tropical paradise. We have thousands of beautiful islands with fantastic beaches and rain forests full of wildlife. I'm into wildlife conservation, actually, it's a really important issue and ...

  Nurin: Here we go ...

  Tan: Well, wildlife and biodiversity are important! I bet you didn't know that there are more than two hundred species that are endemic to this country!

  Nurin: You don't need to google their names, just ask Tan!

  Tan: OK, Nurin. What's the name of the tropical waters around Malaysia, Indonesia and the Philippines where we have national parks? You must remember something from Geography lessons!

  Nurin: Er ...

  Quamarul: Yay, something I know! The Coral Triangle.

  Archana: Oh, we haven't told you anything about why Malaysia is important for global trade. It's in a strategic position for shipping routes. We've had traders and settlers coming here for centuries.

  Nurin: From China, India, Portugal, the Netherlands, Britain ...

  Archana: And Britain colonized part of Malaysia, of course. But now we're a strong, independent country and we're growing fast.

  Qamarul: Hope that gave you the information you needed. You'll definitely have a good time if you come here - it's the perfect place for a holiday!

{{Tre bilder:}}

1. Malaysia is a paradise for scuba divers. These beautiful fish are clownfish (Nemo).

2. The clouded leopard is considerably smaller than normal leopards.

3. The white-handed gibbon is one of Malaysia's ten species of monkey. Sadly, it is a threatened species.

{{Bilder slutt}}

--- 85 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

Why are there so many festivals in Malaysia?

>>> 2

What types of food can you eat there?

>>> 3

What is so special about Malaysian wildlife?

>>> 4

What is the Coral Triangle?

\_Oral tasks\_

>>> 5

If you were to visit Malaysia, what would you do and why? Discuss with a classmate.

>>> 6

There are many animals endemic to the Malaysian rain forest. Talk about the following in a small group:

a) What is an endemic animal?

b) Mention some animals that are endemic to Africa, Asia, Australia, Antarctica and the Arctic.

\_Written and oral tasks\_

>>> 7

Work in a small group. Browse the Internet for information about the worlds largest rainforests. Write down key words and present your findings to your group.

>>> 8

You are going on a hike in the rain forest. What would you take with you? Write a list of items and then explain to your partner why you believe these items would be useful. Try to agree on the seven most important items.

\_Written tasks\_

>>> 9

Write an article about your visit to the Coral Triangle for a travel magazine.

>>> 10

Find out more about one animal endemic to Malaysia, and write a couple of paragraphs about it.

{{Oppgaver slutt}}

--- 86 til 261

## xxx2 Language Corner

What do you do to expand your vocabulary? It is important to use both monolingual and bilingual dictionaries regularly. When you look up a word, always write down the translation or the explanation. Keep a glossary in which you write down new words and expressions. Use them as often as you can when you speak or write English.

## xxx2 Task bank

{{Oppgaver:}}

\_Oral tasks\_

>>> 1

Extreme sports athletes sometimes put their lives in danger. Do they have a moral right to risk their lives in this way? What about their friends and family who live in constant fear as a result?

>>> 2

What would be the most thrilling extreme sport to try out? Tell your group. Give reasons.

>>> 3

If you ever were to have a tattoo, what design would you be happy to have for the rest of your life? Exchange ideas in a small group.

>>> 4

If you couldn't find a job and had to start a small business instead, what would you do? Discuss.

>>> 5

You have a camera, sound equipment and a film crew. Your task is to make a documentary. What kind of documentary would you make and why? Tell your group.

\_Written and oral tasks\_

>>> 6

What are the most typical stereotypes about Norway and Norwegians? Make a short list before you start a group discussion.

>>> 7

What are the fundamental components of a good life? Write down some ideas before you present them to your group.

\_Written tasks\_

>>> 8

You have been thinking about doing a bungee jump for a long time and today is the day. Write a blog post.

>>> 9

The Maasai people drink milk with blood in it. This is just one example of how different cultures have different diets. Write a story about a journey to places with exotic food cultures.

>>> 10

You have lived alone in the wilderness for a whole year. You had to hunt and fish for all your food and you were faced with new challenges all the time. Write your story.

--- 87 til 261

## xxx2 Dig into it

{{Oppgaver:}}

>>> 1

Base jumping in wingsuits has become increasingly popular. Browse the Internet for information on this activity and make a written or oral presentation. Use a digital presentation tool such as PowerPoint and include some spectacular pictures and a video clip.

>>> 2

The Maoris are descendants of Polynesians who crossed the Pacific Ocean in ancient times. Dig into this and make an oral or written presentation. Include maps and pictures.

>>> 3

What is Model United Nations all about? Write an article about it.

>>> 4

You are a tour guide and you are currently preparing a three-week journey to India with a group of Scandinavian tourists. Browse the Internet for inspiration and information.

a) Make a detailed plan for the whole trip.

b) Present the plan to your "customers" (the class). Include maps, pictures and interesting information about each place you are going to visit.

{{Oppgaver slutt}}

xxx2 Word quest

{{Gloser:}}

academically inclined: god i teoretiske fag

accommodate (v): huse

acronym (s): forkortelse som blir lest som et vanlig ord, f.eks. NATO/forkorting som blir lesen som eit vanleg ord, t.d. NATO

adrenalin kick (s): adrenalinkikk

balanced learner: allsidig elev

basketball court (s): basketballbane

beak (s): nebb

benefit (s): gevinst, gode

biodiversity (s): biologisk mangfold/biologisk mangfald

bungee jumping (s): strikkhopping

business hub (s): forretningssentrum

cardboard (s): papp, kartong

cattle (s): kveg

chartered accountant (s): revisor

chase (v): jage

coastal area (s): kystområde

Commerce (s): økonomifag, forretningsdrift

community (s): samfunn

confidence (s): selvtillit/sjølvtillit

conservation area (s): nasjonalpark, naturvernområde

criminal lawyer (s): advokat som arbeider med strafferett

crowded (adj.): folksomt, tettpakket/folksamt, tettpakka

cuddle (v): kose med

descendant (s): etterkommer/etterkommar

--- 88 til 261

developer (s): utvikler/utviklar

diverse (adj.): variert

École Mondiale World School (s): internasjonal skole i Mumbai

economics (s): økonomi

edit (v): redigere

engineer (s): ingeniør

et cetera, etc.: og så videre/og så vidare

ethnic (adj.): etnisk

fierce (adj.): krigersk, aggressiv

film director (s): filmregissør

financial consulting agency: økonomisk rådgivningskontor/økonomisk rådgivingskontor

flush (v): trekke ned/trekkje ned

fulfil (v): oppfylle

get international exposure: bli eksponert for internasjonal påvirkning/bli eksponert for internasjonal påverknad

grant (v): gi støtte, bevilge/gi støtte, løyve

Haka (s): krigsdans

heritage (s): arv

high-rise building (s): skyskraper/skyskrapar

homeroom (s): baserom

IB, International Baccaleaureate: internasjonal videregående rettet mot studier i utlandet/internasjonal vidaregåande retta mot studium i utlandet

immunity (s): immunitet, motstandskraft

in ancient times: i tidligere tider/i tidlegare tider

informal house (s): midlertidig hus satt opp med de materialene man finner/mellombels hus sett opp med dei materialane ein finn

intercultural awareness: flerkulturell forståelse/fleirkulturell forståing

investment bank: investeringsbank, bank som driver rådgivning i kjøp og salg av aksjer/investeringsbank, bank som driv rådgiving i kjøp og sal av aksjar

item (s): gjenstand

Ivy League: de eldste og mest prestisjetunge universitetene i USA/dei eldste og mest prestisjetunge universiteta i USA

kindergarten (s): barnehage

landmark (s): landemerke

liberal arts course (s): humaniora, dvs. historie, språk, litteratur, filosofi o.l.

limited (adj.): begrenset/avgrensa

locker (s): skap

Malay (s): malaysier/malaysiar

marae (s): tradisjonelt Maori-langhus

melting pot (s): smeltedigel

misery (s): elendighet/elende

mud (s): leire

MUN, Model United Nations (s): et slags FN-rollespill/eit slags FN-rollespel

newcomer (s): nykommer/nykommar

nocturnal bird (s): nattfugl

nurture (v): her: bli stimulert og tatt vare på/bli stimulert og teken vare på

opportunity (s): mulighet/moglegheit

orphan (s): foreldreløst barn/foreldrelaust barn

passion (s): lidenskap, noe man er veldig opptatt av/lidenskap, noko ein er veldig oppteken av

pluck chickens: ta fjærene av høner/ta fjørene av høner

--- 89 til 261

Political Science (s): statsvitenskap/statsvitskap

polygamous (adj.): polygam (tillater flere koner)/polygam (tillét fleire koner)

pompon (s): kule, ball

primary school (s): barneskole

pursue (v): følge/følgje

remarry (v): gifte seg på nytt

renovate (v): pusse opp

shoot (v): her: filme

Silver Fern (s): sølvbregne

situated (adj.): beliggende, plassert/som ligg, plassert

sky-diving (s): fallskjermhopping

snack break (s): kort spisepause/kort matpause

something that is defining: noe viktig eller betydningsfullt/noko viktig eller alvorleg

storyboard (s): dreiebok, filmmanuskript

strict (adj.): streng

strike (v): slå, treffe

surround (v): omgi

switch on (v): slå på

take for granted: ta for gitt

temporary (adj.): midlertidig, kortvarig/mellombels, kortvarig

The All Blacks: det nasjonale rugbylaget til New Zealand

trade (s): handel

tribal community (s): stammesamfunn

tropical (adj.): tropisk

tub (s): her: vaskested/vaskestad

turn out well: gå bra

understanding (adj.): forståelsesfull/forståingsfull

unemployed (adj.): arbeidsledig

vege (vegetables) (s): grønnsaker/grønsaker

viable options: mulige alternativer/moglege alternativ

{{Gloser slutt}}

--- 90 til 261

{{Bildeside: Kompass}}

--- 91 til 261

# xxx1 Chapter 3: 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!

--- 92 til 261

## xxx2 A: On Top of the World

{{Gloser:}}

 s. 92:

outdoor pursuits (s): utendørsaktiviteter/utandørsaktivitetar

keen on: her: interessert i

blackcock display: orrhaner som utfolder seg/orrhanar som faldar seg ut

rediscover (v): oppdage på nytt

hike (v): gå på fottur

glacier (s): isbre

 s. 93:

sense of accomplishment (s): mestringsfølelse/meistringskjensle

summit (s): her: fjelltopp

en route: underveis/undervegs

{{Gloser 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 that 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.

{{Bilde:}}

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

{{Bilde slutt}}

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.

--- 93 til 261

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. 93:

potentially (adv.): mulig/mogleg

ridge (s): fjellrygg

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

 s. 94:

fortunately (adv.): heldigvis

{{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.

  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.

--- 94 til 261

{{Bilde:}}

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

{{Bilde slutt}}

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.

### xxx3 The Summit

{{Gloser:}}

 s. 94:

entirely (adv.): fullstendig

dependent on: avhengig av

stretch (s): her: stykke

tiniest (adj.): minste

 s. 95:

indescribable (adj.): ubeskrivelig/ubeskriveleg

visibility (s): her: sikt

measure (v): måle

limit (s): grense

close proximity to: nær

draw on (v): utnytte

walks of life: livets områder/område i livet

{{Gloser 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.

--- 95 til 261

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.

{{Bilde:}}

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

{{Bilde slutt}}

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.

  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

--- 96 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

What are the Seven Summits?

>>> 2

When did Cecilie get hooked on climbing?

>>> 3

Why did she decide to climb Mount Everest?

\_Oral tasks\_

>>> 4

What aspects of Cecilies Mount Everest expedition do you find

a) most impressive?

b) most fascinating?

>>> 5

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

>>> 6

If you were to take up an extreme sport, what sport would you choose? Talk about it in a small group.

\_Written and oral tasks\_

>>> 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.

>>> 8

Browse the Internet for information on extreme expeditions. Write a couple of paragraphs about one of them and show them to a classmate or a small group. Include some pictures.

\_Written tasks\_

>>> 9

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

>>> 10

Cecilie describes one amazing starry night and the most beautiful sunrise. Write a poem about one of these natural spectacles.

\_Role play\_

>>> 11

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}}

--- 97 til 261

## xxx2 B: Tangaroa

{{Gloser:}}

 s. 97:

excavation (s): utgravning/utgraving

riddle (s): gåte

ancient (adj.): eldgammel/eldgammal

balsa wood (s): balsatre

bamboo (s): bambus

convinced (adj.): overbevist/overtydd

 s. 98:

carpenter (s): snekker/snikkar

civil engineer (s): sivilingeniør

apparently (adv.): tydeligvis/tydelegvis

retrace (v): spore tilbake

stage (s): stadium

enticing (adj.): forlokkende/forlokkande

consideration (s): overveielse/overtenking

gut reaction (s): magefølelse/magekjensle

figurehead (s): gallionsfigur

tailor-made (adj.): skreddersydd/skreddarsydd

pull out (v): trekke seg ut/trekkje seg ut

postpone (v): utsette/utsetje

{{Gloser 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.

--- 98 til 261

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. 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. 98

lash (v): surre

log (s): stokk

 s. 99

canvas (s): her: seilduk/seglduk

steering oar (s): styreåre

stern (s): akterende

keep hold of: holde tak i/halde tak i

prehistoric (adj.): forhistorisk

equipped with: utstyrt med

alter the keel area: justere kjølen

nail (s): spiker/spikar

chain (s): kjetting

authentic (adj.): ekte

{{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.

--- 99 til 261

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.

  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.

### xxx3 At Sea

{{Gloser:}}

 s. 99:

condition (s): forhold

gale force (s): storms styrke

tower up (v): bygge seg opp/byggje seg opp

toss (v): kaste

plunge into a deep trough: stupe ned i en dyp bølgedal/stupe ned i ein djup bølgjedal

rugged (adj.): solid

 s. 100:

dorado (s): makrellfisk

{{Gloser slutt}}

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. 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 members' children, Midsummer Night's Eve, whatever possible, really.

--- 100 til 261

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

{{Gloser:}}

 s. 100:

main aim: hovedmål/hovudmål

present (adj.): nåværende/noverande

at a mere: i bare/i berre

voyage (s): sjøreise

 s. 101:

timber (s): tømmer

implicitly (adv.): ubetinget/utan vilkår

{{Gloser slutt}}

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.

--- 101 til 261

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.

  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

{{To bilder:}}

1. The Tangaroa was built in almost exactly the same way as the Kon-Tiki, apart from improvements in the steering mechanism.

2. Olav Heyerdahl sailed in his grandfather's path in 2006. (Tangaroa/Anders Berg)

{{Bilder slutt}}

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

What is Tangaroa?

>>> 2

Who was Thor Heyerdahl?

>>> 3

What was the purpose of Olav Heyerdahls expedition?

>>> 4

What had changed since the Kon-Tiki expedition?

\_Oral tasks\_

>>> 5

Olav only saw four sharks during his voyage, 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 all you know about these animals and why you would like to see them.

\_Written and oral tasks\_

>>> 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.

>>> 7

Form a group of four. Pick one Thor Heyerdahl expedition each, for example Kon Tiki, Ra I, Ra II or Tigris. Find information about your expedition online. Write a couple of paragraphs about it and download a few pictures. Give a mini presentation to your group.

\_Written tasks\_

>>> 8

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.

>>> 9

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? Write a story about what happened.

>>> 10

You are on an expedition somewhere far away. Where are you? Who are you together with? What have you experienced? Write a blog post.

{{Oppgaver slutt}}

--- 102 til 261

## xxx2 C: The Race for the South Pole

{{Gloser:}}

 s. 102:

desire (s): ønske

outdo the rest: utklassere alle andre/vinne over alle andre

anchor (v): ankre opp

differed considerably: var svært forskjellige

the final push: det siste støtet/den siste støyten

carefully designed plan: nøye uttenkt plan

 s. 103:

noble (adj.): edel

agonising (adj.): pinefull

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

exhausted (adj.): utslitt/utsliten

frostbite (s): forfrysning

prolonged (adj.): langvarig

plummet (v): rase nedover

provision (s): proviant, forsyning

steadily (adv.): stadig

stoical (adj.): rolig, behersket/roleg, atterhalden

burden (s): byrde

howling (adj.): hylende/hylande

concussion (s): hjernerystelse/hjerneskaking

 s. 104:

search party (s): letemannskap/leitemannskap

{{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.

--- 103 til 261

The last words of Lawrence Oates: "I am just going outside and may be some time."

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. Another man died from concussion and the rest died from exhaustion, hunger and frost injuries shortly after.

--- 104 til 261

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:}}

poignant last entries: gripende siste notiser/gripande siste notisar

adequate (adj.): tilstrekkelig/tilstrekkeleg, nok

surface (s): her: føre

lat. (latitude): breddegrad/breiddegrad

wreck (s): her: havari

advent (s): ankomst/framkomst

severe (adj.): streng, hard

in spite of: til tross for/trass i

depot (s): depot, matlager

endure hardships: tåle lidelser/tole lidingar

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

bow to the will of Providence: akseptere skjebnen

enterprise (s): her: vågestykke

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

stir the heart: bevege, gjøre rørt/bevege, gjere rørt

provide for (v): sørge for/syte for

{{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

{{Tre bilder:}}

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

2. It was a terrible blow to Scott and his men to find Amundsen's tent and the Norwegian flag at the South Pole. They had lost the race.

3. 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.

{{Bilder slutt}}

--- 105 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

What were Amundsen's advantages?

>>> 2

What was Scott's biggest challenge?

\_Oral tasks\_

>>> 3

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

>>> 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? Write down some arguments before you discuss this question.

>>> 6

Answer the following questions together with a classmate. You may want to look at \_Crossroads 10B\_ page 190 before you start.

>>> 7

How many degrees centigrade are

a) 75 degrees Fahrenheit?

b) 40 degrees Fahrenheit?

c) 25 degrees Fahrenheit?

>>> 8

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

>>> 9

How many degrees Fahrenheit are

a) 38 degrees centigrade?

b) 10 degrees centigrade?

c) -14 degrees centigrade?

>>> 10

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

\_Written tasks\_

>>> 8

Read the extract from Scott's diary on page 104. 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.

>>> 10

Scott and Amundsen were heroes of their day. Write a letter to one of today's heroes and say why you admire him or her.

{{Oppgaver slutt}}

--- 106 til 261

## xxx2 D: Exploring Yoga

{{Gloser:}}

 s. 106:

beneficial (adj.): bra, gunstig

focused awareness: fokusert bevissthet/fokusert medvit

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

peacefulness(s): ro

well-being (s): velvære

relieve (v): lette, mildne

fit (adj.): i form

toned (adj.): muskuløs

promote (v): føre til

 s. 107:

relaxation level: avslapningsnivå/avslappingsnivå

quieten (v): roe, berolige

inner being sound: lyden av ditt indre selv/lyd av ditt indre sjølv

posture (s): stilling

endorphins (s): endorfiner, kroppens "lykkehormoner"/endorfin, "lykkehormona" til kroppen

adjust (v): tilpasse, regulere

state of mind: sinnstilstand

 s. 108:

integral part: vesentlig del/vesentleg del

calm (adj.): rolig/roleg

a bigger vision: her: å se ting klarere/å sjå ting klarare

{{Gloser 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.

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

--- 107 til 261

\_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 practice 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.

--- 108 til 261

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.

{{To bilder:}}

1. A typical modern yoga class. The students are doing one of the basic yoga sequences - the Sun Salutation.

2. This Indian yogi is definitely not a beginner! It takes a long time to master this pose.

{{Bilder slutt}}

{{Oppgaver:}}

\_Did you get it?\_

>>> 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\_

>>> 3

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.

>>> 4

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

>>> 5

Explain to your group

a) what you are like when you are stressed.

b) in what situations you easily get stressed.

c) what you do to calm down.

>>> 6

How flexible is your body? Write 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.

\_Written tasks\_

>>> 8

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.

>>> 9

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

>>> 10

Study the picture of the man on page 107 carefully. Write a detailed description of the man's posture.

\_Role play\_

>>> 11

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, for example 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}}

--- 109 til 261

## xxx2 E: Across the Universe

{{Bilde: En stjernesky i verdensrommet}}

How big is the universe? What makes a star twinkle? And is there life on Mars? People have always asked themselves questions like these. The search for answers has resulted in new discoveries - and even more questions. Read on and see if you find some answers to what you are wondering about.

### xxx3 Galaxies and Stars

{{Gloser:}}

 s. 109:

immense (adj.): enorm, veldig

infinite (adj.): uendelig/uendeleg

grasp (v): fatte, forstå

galaxy (s): galakse

 s. 110:

collide (v): kollidere

nuclear reaction (s): kjernefysisk reaksjon

core (s): kjerne

{{Gloser slutt}}

The universe was created by an immense explosion called "The Big Bang" about 14 billion years ago. How big is the universe? It is infinite and it is still expanding at an increasing pace, facts that are hard to grasp. Our planet, the Earth, is part of our solar system, which is part of our galaxy, the Milky Way.

--- 110 til 261

The Milky Way consists of approximately 200-300 billion stars. It 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.

  A star is actually a ball of burning hydrogen gas and a series of nuclear reactions within the core. In a twinkling star there are minor or major explosions happening all the time. A \_supernova\_ is not a new star, but rather a dying star that sends out an immense amount of light before it dies.

  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!

{{To bilder:}}

1. Albert Einstein is the father of the theory of relativity.

2. They say the universe is infinite. Do you believe that? Doesn't everything have an end?

{{Bilder slutt}}

--- 111 til 261

The famous physicist Albert Einstein (1879-1955) proved that in terms of speed, light is the fastest form of energy. How fast is that? About 300,000 kilometres per second, which means light will travel 7.5 times around the globe along the equator in one second. Can you believe it?

{{Bilde:}}

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

{{Bilde slutt}}

### xxx3 Asteroids and Comets

{{Gloser:}}

asteroid (s): asteroide, himmellegeme/asteroide, himmellekam

comet (s): komet, lite himmellegeme/komet, liten himmellekam

{{Gloser slutt}}

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 in our galaxy. Depending on their size, these leftovers will either burn up when they enter the Earth's atmosphere, or land somewhere on our planet. Hopefully not in your garden.

--- 112 til 261

A meteorite is a piece of debris from an asteroid or a comet. In February 2013 a large one hit the town Tsjeljabinsk in Russia causing severe damage. As it entered the Earth's atmosphere, the meteor caused a shock wave that damaged buildings and injured more than 500 people.

{{Bilde:}}

Not all meteorites are as big as the one that fell down in Tsjeljabinsk in 2013. The Shockwaves from the meteorite did a lot of damage.

{{Bilde slutt}}

### xxx3 Life in Space?

{{Gloser:}}

implausible (adj.): usannsynlig/usannsynleg

mammoth (adj.): veldig, kjempestor

{{Gloser slutt}}

People have always wondered whether there is life on other planets. The only place humans have been to in space so far 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 there being life somewhere else is not implausible. In the USA there is a research centre called \_Search for Extraterrestrial Intelligence\_ (SETI) that specializes in looking for life in space. How do they go about such a mammoth task? The answer is by linking together vast numbers of antennas, all of which are designed to pick up radio signals from space. So what do you think, is there anybody out there?

--- 113 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

How big is the universe?

>>> 2

What is a galaxy?

>>> 3

What is a shooting star?

>>> 4

What kind of work is done at SETI?

>>> 5

Explain to your partner what a comet is. Your partner will explain what a meteorite is.

\_Oral tasks\_

>>> 6

Is there life on other planets? Discuss in a small group.

>>> 7

Do you believe in horoscopes? Can the positions of the planets influence your life? Discuss.

>>> 8

The distance from the Earth to the Moon is approximately 385,000 kilometres. How long will it take for light to travel this distance?

>>> 9

Can the universe really be infinite? Brainstorm some arguments for and against before starting a discussion.

\_Written and oral tasks\_

>>> 10

Find out more about a famous astronomer, an astronaut, a planet or a star and give a presentation in class. Browse the Internet for information.

>>> 11

Where in space will we be able to travel to twenty years from now? What will we find and what will we do there? Write down some ideas, then discuss in a small group.

\_Written tasks\_

>>> 12

Match the words and phrases.

{{Venstre spalte:}}

White Dwarf

universe

galaxy

Einstein

star

Big Bang

{{Slutt}}

{{Høyre spalte:}}

space

burning gas

physicist

explosion

dead star

Milky Way

{{Slutt}}

>>> 13

You are an astronaut and you have just returned from a planet in outer space. Write a newspaper article about what you saw on this planet.

>>> 14

The universe has been a source of inspiration for artists for centuries. Now it is your turn. Let the universe inspire you to write a poem, a song or a short story. Share what you have written with a classmate.

{{Oppgaver slutt}}

--- 114 til 261

## 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 head for heights, she decided to avoid walking along the cliff. (Because she didn't have a head for heights ...).

  See pages 150 and 160 in \_Crossroads 10B\_.

## 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 Skogs or Olav Heyerdahls? 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 answers 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 writing down some key words.

--- 115 til 261

## 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 YouTube. 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}}

## xxx2 Word quest

{{Gloser:}}

a bigger vision: her: å se ting klarere/å sjå ting klarare

adequate (adj.): tilstrekkelig/tilstrekkeleg, nok

adjust (v): tilpasse, regulere

advent (s): ankomst/framkomst

agonising (adj.): pinefull

alter the keel area: justere kjølen

anchor (v): ankre opp

ancient (adj.): eldgammel/eldgammal

apparently (adv.): tydeligvis/tydelegvis

asteroid (s): asteroide, himmellegeme/asteroide, himmellekam

at a mere: i bare/i berre

authentic (adj.): ekte

balsa wood (s): balsatre

bamboo (s): bambus

beneficial (adj.): bra, gunstig

blackcock display: orrhaner som utfolder seg/orrhanar som faldar seg ut

bow to the will of Providence: akseptere skjebnen

burden (s): byrde

calm (adj.): rolig/roleg

canvas (s): her: seilduk/seglduk

carefully designed plan: nøye uttenkt plan

carpenter (s): snekker/snikkar

chain (s): kjetting

civil engineer (s): sivilingeniør

close proximity to (adv.): nær

collide (v): kollidere

--- 116 til 261

comet (s): komet, lite himmellegeme/komet, liten himmellekam

concussion (s): hjernerystelse/hjerneskaking

condition (s): forhold

consideration (s): overveielse/overtenking

consist of (v): bestå av

convinced (adj.): overbevist/overtydd

core (s): kjerne

dependent on: avhengig av

depot (s): depot, matlager

desire (s): ønske

differed considerably: var svært forskjellige

dorado (s): makrellfisk

draw on (v): utnytte

en route: underveis/undervegs

endorphins (s): endorfiner, kroppens "lykkehormoner"/endorfin, "lykkehormona" til kroppen

endure hardships: tåle lidelser/tole lidingar

enterprise (s): her: vågestykke

enticing (adj.): forlokkende/forlokkande

entirely (adv.): fullstendig

equipped with: utstyrt med

excavation (s): utgravning/utgraving

exhausted (adj.): utslitt/utsliten

figurehead (s): gallionsfigur

fit (adj.): i form

focused awareness: fokusert bevissthet/fokusert medvit

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

fortunately (adv.): heldigvis

frostbite (s): forfrysning

galaxy (s): galakse

gale force (s): storms styrke

glacier (s): isbre

grasp (v): fatte, forstå

gut reaction (s): magefølelse/magekjensle

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

hike (v): på fottur

howling (adj.): hylende/hylande

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

immense (adj.): enorm, veldig

implausible (adj.): usannsynlig/usannsynleg

implicitly (adv.): ubetinget/utan vilkår

in spite of: til tross for/trass i

indescribable (adj.): ubeskrivelig/ubeskriveleg

infinite (adj.): uendelig/uendeleg

inner being sound: lyden av ditt indre selv/lyd av ditt indre sjølv

integral part: vesentlig del/vesentleg del

keen on: her: interessert i

keep hold of: holde tak i/halde tak i

lash (v): surre

lat (latitude) (s): breddegrad/breiddegrad

limit (s): grense

log (s): stokk

main aim: hovedmål/hovudmål

mammoth (adj.): veldig, kjempestor

measure (v): måle

nail (s): spiker/spikar

--- 117 til 261

noble (adj.): edel

nuclear reaction (s): kjernefysisk reaksjon

outdo the rest: utklassere alle andre/vinne over alle andre

outdoor pursuits (s): utendørsaktiviteter/utandørsaktivitetar

peacefulness (s): ro

plummet (v): rase nedover

plunge into a deep trough: stupe ned i en dyp bølgedal/stupe ned i ein djup bølgjedal

poignant last entries: gripende siste notiser/gripande siste notisar

postpone (v): utsette/utsetje

posture (s): stilling

potentially (adv.): mulig/mogleg

prehistoric (adj.): forhistorisk

present (adj.): nåværende/noverande

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

prolonged (adj.): langvarig

promote (v): føre til

provide for: sørge for/syte for

provision (s): proviant, forsyning

pull out (v): trekke seg ut/trekkje seg ut

quieten (v): roe, berolige/roe, roe ned

rediscover (v): oppdage på nytt

relaxation level: avslapningsnivå/avslappingsnivå

relieve (v): lette, mildne

retrace (v): spore tilbake

riddle (s): gåte

ridge (s): fjellrygg

rugged (adj.): solid

search party (s): letemannskap/leitemannskap

sense of accomplishment (s): mestringsfølelse/meistringskjensle

severe (adj.): streng, hard

stage (s): stadium

state of mind: sinnstilstand

steadily (adv.): stadig

steering oar (s): styreåre

stern (s): akterende

stir the heart: bevege, gjøre rørt/bevege, gjere rørt

stoical (adj.): rolig, behersket/roleg, atterhalden

stretch (s): her: stykke

summit (s): her: fjelltopp

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

surface (s): her: føre

tailor-made (adj.): skreddersydd/skreddarsydd

the final push: det siste støtet/den siste støyten

timber (s): tømmer

tiniest (adj.): minste

toned (adj.): muskuløs

toss (v): kaste

tower up (v): bygge seg opp/byggje seg opp

visibility (s): her: sikt

voyage (s): sjøreise

walks of life: livets områder/område i livet

well-being (s): velvære

with regard to: med hensyn til/med omsyn til

wreck (s): her: havari

{{Gloser slutt}}

--- 118 til 261

{{Bildeside: Jordkloden sett fra verdensrommet}}

--- 119 til 261

# xxx1 Chapter 4: The Blue Planet

{{Gloser:}}

in an instant: øyeblikkelig/med det same

insignificant (adj.): ubetydelig/ubetydeleg

fortunate (adj.): heldig

{{Gloser slutt}}

"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

--- 120 til 261

## xxx2 A: What a Wonderful World

{{Gloser:}}

 s. 120:

stunningly (adv.): fantastisk

diversity (s): mangfold/mangfald

ice cap (s): iskalott, enormt område dekket av is/iskalott, enormt område dekt av is

span (v): dekke/dekkje

crucially important: svært viktig

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

innumerable (adj.): talløs, utallig/tallaus

species (s): art, slag

deforestation (s): avskoging

valuable commodity: verdifull handelsvare

 s. 121:

provide the basis for: danne grunnlaget for

incurable (adj.): uhelbredelig/ulækjeleg

heap of: haug med

refrain from: avstå fra/avstå frå

hostile (adj.): fientlig/fiendtleg

environment (s): miljø

 s. 122:

southernmost: som ligger lengst sør/som ligg lengst sør

adapt (v): tilpasse

Emperor Penguin (s): keiserpingvin/keisarpingvin

huddle (v): klynge seg sammen/klyngje seg saman

ingenious (adj.): genial

despite (prep.): på tross av/trass i

gather (v): her: forstå

account (s): beretning

majestic (adj.): majestetisk

{{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.

{{Bilde:}}

Two thirds of our planet is covered by water. We must protect the oceans and everything in them.

{{Bilde slutt}}

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.

{{Bilde:}}

Pure magic in the Appalacian rain forest.

{{Bilde slutt}}

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.

--- 121 til 261

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.

{{Bilde:}}

Our planet is full of amazing creatures! Aren't these beautiful? The world would be a lesser place without them.

{{Bilde slutt}}

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.

{{Bilde:}}

The Namib Naukluft National Park in Nimibia is one of the driest and coldest desert in the world.

{{Bilde slutt}}

--- 122 til 261

The Antarctic covers an immense area in the southernmost part of the globe, including the South Pole. 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.

{{Bilde:}}

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

{{Bilde slutt}}

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 worlds highest mountain. You need to be in excellent shape to climb such high mountains, as you probably gathered from Cecilie Skog's account. Mount Everest is a majestic sight, don't you think?

{{Bilde:}}

Mount Everest in the Himalayas is the world's highest mountain.

{{Bilde slutt}}

--- 123 til 261

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 herd of buffalos and a leopard.

{{Bilde slutt}}

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

{{Oppgaver:}}

\_Did you get it?\_

>>> 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? Tell a classmate. 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 120-123 you liked best and why.

\_Written and oral tasks\_

>>> 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.

>>> 8

Browse the Internet for a survey of rainforests in differents parts of the world. Choose one of them. Look for information on typical species of plants, birds and animals there. Prepare an oral presentation to a small group or the whole class. Include a map and pictures. Use a presentation tool such as PowerPoint.

\_Written tasks\_

>>> 9

Write a story of an imaginary trip to one of the landscapes in the pictures on pages 120-123.

{{Oppgaver slutt}}

--- 124 til 261

## xxx2 B: Threatened Beauty

{{Gloser:}}

 s. 123:

aim to: ha som mål

mega species: digre arter/digre artar

anti-poaching: antikrypskyting

 s. 124:

in decline: i tilbakegang

degradation (s): reduksjon

chunk (s): bit

reservoir (s): kunstig dam, sjø

irrigation demands: behov for kunstig vanning/behov for vatning

restricted (adj.): begrenset/avgrensa

home range (s): streifområde, territorium

livestock (s): husdyr

{{Gloser 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.

--- 125 til 261

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. 125:

robe (s): kappe

wildlife sanctuary (s): reservat for ville dyr

take stringent measures: iverksette drastiske tiltak/setje i verk drastiske tiltak

monitor (v): overvåke/overvake

fortified: her: har murer eller gjerder rundt seg/har murar eller gjerde rundt seg

petty (adj.): lite

 s. 125:

estimate (s): anslag (cirkaberegning)/anslag (cirkaberekning)

figure (s): antall/tal

plea (s): her: oppfordring

general public (s): befolkning

chip in (v): bidra

{{Gloser slutt}}

conservation ethics: etisk naturforvaltning

serenity (adj.): fredfullhet/fredfull tilstand

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

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. 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.

--- 126 til 261

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.

  My plea to the general public is that they all must chip in and practice 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

{{Bilder:}}

1. s. 124: Dr Diwakar Sharma is the Associate Director of W WF-India.

2. s. 124: The tiger is the worlds biggest cat. Unfortunately, this majestic feline is on the list of endangered animals and needs protection from poachers.

3. s. 126: So sad, so very sad. Tigers slaughtered to satisfy the vanity of the rich.

{{Bilder slutt}}

{{Ramme:}}

{{Gloser:}}

subspecies (s): underart

go extinct: bli utryddet/bli utrydda

prolific breeder: dyr som formerer seg raskt/dyr som formeirar seg raskt

{{Gloser slutt}}

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}}

--- 127 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 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 tasks\_

>>> 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 tasks\_

>>> 6

You are a multimillionaire who wants to save the tiger. You decide to put in a prominent advertisement in the worlds 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

Choose an African or Asian feline. Browse the Internet for information on this animal. Write a few paragraphs presenting facts on population, habitat and prey. Ask your teacher for comments.

\_Role play\_

>>> 10

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}}

--- 128 til 261

## xxx2 C: Carly - a Naturalist

{{Gloser:}}

 s. 128:

naturalist (s): naturforsker/naturforskar

vessel (s): skip, fartøy

killer whale (s): spekkhogger/spekkhoggar

harbour seal (s): steinkobbe (en sel)/steinkobbe (ein sel)

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

bald eagle (s): hvithodet havørn/kvithovda havørn

cormorant (s): skarv

countershading (s): form for kamuflasje

prey (s): bytte

prominent (adj.): iøyenfallende/iaugefallande

 s. 129:

finite (adj.): begrenset/avgrensa

vast expanse: enormt område

definite (adj.): sikker

solid (adj.): sikker

vocal (adj.): høyrøstet/høgrøysta

hydrophone (s): undervannsmikrofon/undervassmikrofon

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

squeak (s): knirk

squeal (s): hvin/kvin

{{Gloser slutt}}

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 up on 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.

--- 129 til 261

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. 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.

### xxx3 Cunning Hunters

{{Gloser:}}

 s. 129:

exhibit (v): utvise

flap (v): slå med

tail fluke (s): halefinne

stun (v): svimeslå/slå i svime

 s. 130:

capture (v): fange

keep up with: holde følge med/halde følgje med

{{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.

  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.

--- 130 til 261

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.

### xxx3 Endangered Species

{{Gloser:}}

 s. 130:

endangered (adj.): truet/trua

toxin (s): type giftstoff

toxic (adj.): giftig

maintain (v): bli

toxicant (s): giftstoff

figure (v): tro

ferocious (adj.): blodtørstig

perceived them to: mente at de/meinte at dei

 s. 131:

stock (s): bestand

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

scientific (adj.): vitenskapelig/vitskapleg

researcher (s): forsker/forskar

figure out: finne ut

in place: på plass

yard (s): 0,9144 meter

kill the engine: slå av motoren

interfere (v): forstyrre

{{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. Also, when we didn't understand killer whales so much, we figured that they were ferocious killers.

--- 131 til 261

The fishermen perceived them to threaten the stocks of fish they were going after, so they were allowed to shoot them on sight. 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.

{{Tre bilder:}}

1. s. 128: What Carly doesn't know about marine life in Vancouver is not worth knowing!

2. s. 128: Killer whales are also called Orcas, from their Latin name Orcinus Orca. They are the largest of the dolphins, and very intelligent animals with incredible communication skills.

3. s. 130: Breaching may represent play, but it is also a way of hunting.

{{Bilder slutt}}

Winston Scott - astronaut: ... 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.

{{Oppgaver:}}

\_Did you get it?\_

>>> 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 tasks\_

>>> 6

Work in a small group. Each group member picks one of the following animals: \_lion, leopard, rhino, wolf, bear, reindeer, dolphin, seal\_. Write 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.

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 couple of paragraphs seen from a killer whale's point of view

{{Oppgaver slutt}}

--- 132 til 261

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

John Glenn - the first American astronaut to orbit the Earth: "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."

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.

--- 133 til 261

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?

--- 134 til 261

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.

{{Tre bilder:}}

1. Higher temperatures may increase the possibility of severe floods and, in this case, severe drought.

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

3. The greenhouse effect ensures a habitable environment on Earth. The problem we face now, however, is that too much C02 in the atmosphere will generate higher temperatures.

{{Bilder slutt}}

--- 135 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 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 tasks\_

>>> 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}}

--- 136 til 261

## xxx2 E: The Great Divide

{{Gloser:}}

 s. 136:

divide (s): skille/skilje

the dawn of mankind: tidenes morgen/då mennesket blei til

unjust distribution: urettferdig fordeling

sufficient (adj.): tilstrekkelig/tilstrekkjeleg

 s. 137:

fulfilling (adj.): givende/givande

dishwasher (s): oppvaskmaskin

domestic appliance (s): husholdningsmaskin/hushaldsmaskin

finance (s): økonomi

fall ill: bli syk/bli sjuk

exception (s): unntak

less fortunate: mindre heldig

contribute (v): bidra

schooling (s): skolegang

 s. 138:

inadequate (adj.): utilstrekkelig/utilstrekkeleg

frequently (adv.): ofte

hut (s): brakke

shed (s): skur

running water (s): innlagt vann

exposed to: utsatt for/utsett for

life expectancy (s): forventet levealder/pårekna levealder

mortality rate (s): dødsrate

{{Gloser slutt}}

Anousheh Ansari, an Iranian-American space tourist: "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 ..."

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.

--- 137 til 261

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. 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.

{{Bilde:}}

Some people shop till they drop, while others are living on rubbish heaps. One of the many paradoxes of the modern world.

{{Bilde slutt}}

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.

--- 138 til 261

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.

  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; 5

Malta: 79; 82; 7

Netherlands: 79; 83; 4

Norway: 80; 83; 3

Spain: 79; 85; 5

Sweden: 81; 84; 3

USA: 77; 82; 7

{{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: 59; 61; 99

Angola: 51; 53; 164

Chad: 50; 53; 150

Somalia: 48; 52; 147

Sierra Leone: 47; 48; 182

Lesotho: 50; 52; 100

Mali: 48; 51; 128

{{Slutt}}

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

--- 139 til 261

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.

### xxx3 Adult (15+) literacy rate by country and gender

Australia: Men 99. Women 99.

Malta: Men 92. Women 94.

Netherlands: Men 99. Women 99.

Norway: Men 100. Women 100.

Spain: Men 99. Women 97.

Sweden: Men 99. Women 99.

USA: Men 99. Women 99.

Afghanistan: Men 43. Women 13.

Angola: Men 82. Women 58.

Chad: Men 45. Women 25.

Somalia: Men 50. Women 25.

Sierra Leone: Men 55. Women 32.

Lesotho: Men 83. Women 95.

Mali: Men 43. Women 25.

{{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 2012, globalis.no/FN-sambandet).

0 - 0.4660.466

0.4660.466 - 0.6320.632

0.6320.632 - 0.740.74

0.740.74 - 0.8210.821

0.8210.821 - 0.955

{{Slutt}}

--- 140 til 261

### xxx3 Food and Hunger

{{Gloser:}}

abundance (s): overflod

nutritious (adj.): næringsrik

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

adequate (adj.): tilstrekkelig/tilstrekkeleg, nok

susceptible (adj.): her: mottakelig/mottakeleg

disease (s): sykdom/sjukdom

contaminated (adj.): forurenset/ureina

a range of: en rekke/ei rekkje

undernourished (adj.): underernært

malnourished (adj.): feilernært

vital (adj.): her: nødvendige

famine (s): hungersnød

disaster (s): katastrofe

immediate (adj.): umiddelbar

fade (v): gradvis forsvinne

{{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.

--- 141 til 261

{{Ramme:}}

### xxx3 The United Nations

{{Gloser:}}

autonomous(adj.): uavhengig

associated with: tilknyttet/knytt til

assist(v): hjelpe til

shelter(s): tak over hodet/tak over hovudet

dedicated to: engasjert i

{{Gloser slutt}}

The United Nations is an organization working for global peace and prosperity. 193 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.

{{Bilde: FN-flagget}}

--- 142 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 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.

>>> 6

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

\_Written and oral tasks\_

>>> 7

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

>>> 8

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

>>> 9

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.

>>> 10

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

>>> 11

Study the literacy rates on page 139 and the life expectancy and child mortality rates on page 138.

a) Is there anything you find particularly interesting or unexpected about the figures?

b) Do you see any connection between the information in the various tables?

Write down some key words before discussing this in small groups.

\_Written tasks\_

>>> 12

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

>>>13

Study the life expectancy tables on page 138. How much longer (%) is a female child in Norway expected to live than a female child in Lesotho?

>>>14

Study the child mortality tables on page 138. How much higher (%) is the child mortality rate in Afghanistan than in Sweden?

{{Oppgaver slutt}}

--- 143 til 261

## 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 121 in \_Crossroads 10B\_.

## 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.

--- 144 til 261

## 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 139 shows that Lesotho 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.

>>> 7

Search the Internet 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 (rammeteksten) on page 141. 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.

>>> 10

Make a presentation on your favourite wild animal. Include information on its habitat and sources of food. You should also include photographs and a map, as well as a diagram that shows its population size from approximately 1990 to 2013.

{{Oppgaver slutt}}

## xxx2 Word quest

{{Gloser:}}

a range of: en rekke / ei rekkje

abundance (s): overflod

account (s): fortelling / forteljing

adapt (v): tilpasse

adequate (adj.): tilstrekkelig / tilstrekkjeleg

aim to: ha som mål

anti-poaching: antikrypskyting

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

assist (v): hjelpe til

associated with: tilknyttet / knytt til

--- 145 til 261

at an increasing rate: i et stadig raskere tempo / i eit stadig raskare tempo

autonomous (adj.): uavhengig

bald eagle (s): hvithodet havørn / kvithovda havørn

borough (s): bydel

capture (v): fange

chip in (v): bidra

chunk (s): bit

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

conservation ethics: etisk naturforvaltning

contaminated (adj.): forurenset / ureina

contribute (v): bidra

contributor (s): årsak

convinced (adj.): overbevist / overtydd

cormorant (s): skarv

countershading (s): form for kamuflasje

crop (s): avling

crucially important: svært viktig

currently (adv.): for tiden / for tida

cyclic variation: regelmessige variasjoner / regelmessige variasjonar

dedicated to: engasjert i

definite (adj.): sikker

deforestation (s): avskoging

degradation (s): reduksjon

despite (prep.): på tross av / trass i

disaster (s): katastrofe

disease (s): sykdom / sjukdom

dishwasher (s): oppvaskmaskin

diversity (s): mangfold / mangfald

divide (s): skille / skilje

domestic appliance (s): husholdningsmaskin / hushaldsmaskin

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

Emperor Penguin (s): keiserpingvin / keisarpingvin

endangered (adj.): truet / trua

energy efficient: energieffektiv

environment (s): miljø

environmentalist (s): miljøaktivist

estimate (s): anslag (cirkaberegning) / anslag (cirkaberekning)

exception (s): unntak

exhibit (v): utvise

exposed to: utsatt for / utsett for

extent (s): omfang

extinct (adj.): utryddet / utrydda

fade (v): gradvis forsvinne

fall ill: bli syk / bli sjuk

famine (s): hungersnød

ferocious (adj.): blodtørstig

figure (s): antall / tal

figure out: finne ut

finance (s): økonomi

finite (adj.): begrenset / avgrensa

flap (v): slå med

fortified (adj.): her: har murer eller gjerder rundt seg / har murar eller gjerde rundt seg

fortunate (adj.): heldig

fossil fuel: fossilt brensel (olje, bensin, kull o.l.) / fossilt brensel (olje, bensin, kol o.l.)

--- 146 til 261

frequently (adv.): ofte

fulfilling (adj.): givende / givande

gather (v): her: forstå

general public (s): befolkning

go extinct: bli utryddet / bli utrydda

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

harbour seal (s): steinkobbe (en sel) / steinkobbe (ein sel)

heap of: haug med

home range (s): streifområde, territorium

hostile (adj.): fiendtlig / fiendtleg

huddle (v): klynge seg sammen / klyngje seg saman

hut (s): brakke

hydrophone (s): undervannsmikrofon / undervassmikrofon

ice cap (s): iskalott, enormt område dekket av is / iskalott, enormt område dekt av is

immediate (adj.): umiddelbar

in an instant: øyeblikkelig / med det same

in decline: i tilbakegang

in place: på plass

inadequate (adj.): utilstrekkelig / utilstrekkeleg

incurable (adj.): uhelbredelig / ulækjeleg

ingenious (adj.): genial

innumerable (adj.): talløs, utallig / tallaus

insignificant (adj.): ubetydelig / ubetydeleg

interfere (v): forstyrre

inundation (s): oversvømmelse / flaum

irrigation demands: behov for kunstig vanning / behov for vatning

jeopardize (v): true

keep up with: holde følge med / halde følgje med

kill the engine: slå av motoren

killer whale (s): spekkhogger / spekkhoggar

lack of: mangel på

less fortunate: mindre heldig

life expectancy (s): forventet levealder / pårekna levealder

light bulb (s): lyspære

livestock (s): husdyr

maintain (v): bli

majestic (adj.): majestetisk

malnourished (adj.): feilernært

mega species: digre arter / digre artar

monitor (v): overvåke / overvake

mortality rate (s): dødsrate

naturalist (s): naturforsker / naturforskar

nutritious (adj.): næringsrik

on the rise: stigende / stigande

overall (adj.): generell

perceived them to: mente at de / meinte at dei

petty (adj.): lite

plea (s): her: oppfordring

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

prevent (v): forhindre

prey (s): bytte

prolific breeder: dyr som formerer seg raskt / dyr som formeirar seg raskt

prominent (adj.): iøyenfallende / iaugefallande

provide the basis for: danne grunnlaget for

--- 147 til 261

refrain from: avstå fra / avstå frå

researcher (s): forsker / forskar

reservoir (s): kunstig dam, sjø

restricted (adj.): begrenset / avgrensa

robe (s): kappe

running water (s): innlagt vann / innlagt vatn

schooling (s): skolegang

scientific (adj.): vitenskapelig / vitskapleg

serenity (adj.): fredfullhet / fredfull tilstand

shed (s): skur

shelter (s): tak over hodet / tak over hovudet

shield (s): beskyttende lag / vernande lag

shrink (v): krympe

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

solid (adj.): sikker

southernmost: som ligger lengst sør / som ligg lengst sør

span (v): dekke / dekkje

species (s): art, slag

squeak (s): knirk

squeal (s): hvin / kvin

stock (s): bestand

stun (v): svimeslå / slå i svime

stunningly (adv.): fantastisk

subspecies (s): underart

sufficient (adj.): tilstrekkelig / tilstrekkjeleg

susceptible (adj.): her: mottakelig / mottakeleg

tail fluke (s): halefinne

take stringent measures: iverksette drastiske tiltak / setje i verk drastiske tiltak

the dawn of mankind: tidenes morgen / då mennesket blei til

there is no denying: det er ikke til å nekte for / det er ikkje til å nekte for

toxic (adj.): giftig

toxicant (s): giftstoff

toxin (s): type giftstoff

undernourished (adj.): underernært

unjust distribution: urettferdig fordeling

valuable commodity: verdifull handelsvare

vanish (v): forsvinne

vast expanse: enormt område

vessel (s): skip, fartøy

vital (adj.): her: nødvendige

vocal (adj.): høyrøstet / høgrøysta

wildlife sanctuary (s): reservat for ville dyr

witness (v): være vitne til / vere vitne til

wreak havoc: gjøre stor skade / gjere stor skade

yard (s): 0,9144 meter

{{Gloser slutt}}

--- 148 til 261

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

--- 149 til 261

# xxx1 Chapter 5: Changes

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

--- 150 til 261

## xxx2 A: Fighting the War

{{Gloser:}}

bounce around: flakse rundt

dead-end jobs: jobber uten mulighet for utvikling/jobbar utan høve til utvikling

First Sergeant: type offiser

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

deploy(v): utplassere

{{Gloser slutt}}

I grew up in Pennsylvania about an hour north of Philadelphia. My father was a steel worker and my mom worked 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:}}

artillery unit(s): artillerienhet/artilerieining

artillery round(s): skuddsalve med grovkalibret skytevåpen/skotsalve med grovkalibra skytevåpen

chunk(s): bit

phosphor(s): fosfor (stoff som lyser opp)

devastation(s): ødeleggelse/øydelegging

wreak on: gjøre på/gjere på

{{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.

--- 151 til 261

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.

### xxx3 Somebody else's Agenda

{{Gloser:}}

responsibility(s): ansvar

commitment(s): forpliktelse/plikt

{{Gloser slutt}}

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 nations defence? It wasn't about that. It was about somebody else's agenda, and somebody else's money, oil and profit.

--- 152 til 261

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.

### xxx3 Feeling Responsible

{{Gloser:}}

infantryman(s): fotsoldat

clear-cut(adj.): her: enkelt

devastated(adj.): ødelagt/øydelagt

{{Gloser slutt}}

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.

--- 153 til 261

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.

### xxx3 Veterans against the War

{{Gloser:}}

at that point: på det tidspunktet

abstract(adj.): abstrakt, teoretisk

forefront(s): forreste linje/fremste linje

a rough idea of: en anelse av/ei aning av

credibility(s): troverdighet/truverd

deny(v): nekte

informed decision: avgjørelse tatt på grunnlag av fakta/avgjerd teken på grunnlag av fakta

frame(v): formulere

{{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.

  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

{{Tre bilder:}}

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

2. Soldiers trying to get some rest in the middle of a war. The sky is painted black by bombs and grenades.

3. A soldier on duty.

{{Bilder slutt}}

--- 154 til 261

{{Oppgaver:}}

{{Glose:}}

wage war(v): føre krig

{{Glose slutt}}

\_Did you get it?\_

>>> 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 tasks\_

>>> 5

Is war sometimes necessary? Discuss in a group. Give examples.

\_Written and oral tasks\_

>>> 6

Focus on one particular war. Browse the Internet for information and write down some important facts. Fokus on when, where and why. Present the information to some of your classmates.

>>> 7

Why do we still wage wars in the 21\_st\_ century? It seems impossible for people to learn to live in peace.

Brainstorm some ideas, then discuss in small groups.

a) Why is this the case?

b) Will humans ever be able to live in peace and harmony?

\_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}}

## xxx2 B: A Global March against Child Labour

{{Gloser:}}

 s. 154:

contemporary(adj.): moderne

liberate(v): frigjøre/setje fri

servitude(s): slaveri

lure away: lokke bort

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

confine(v): holde innesperret/halde innesperra

 s. 155:

sexually harassed: seksuelt trakassert

{{Gloser slutt}}

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.

--- 155 til 261

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.

{{To bilder:}}

1. Kaylash Satyarthy is committed to stopping child labour. His organization has freed thousands of child labourers from enslavement.

2. A little boy working in a big factory. How long will this continue?

{{Bilder slutt}}

### xxx3 A Global Issue

{{Gloser:}}

 s. 155:

dig out an issue: løfte fram en sak/løfte fram ei sak

 s. 156:

legacy(s): arv

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

thumb impression(s): tommelavtrykk

{{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.

--- 156 til 261

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. 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:}}

Shouldn't he be out playing with his friends instead of working?

{{Bilde slutt}}

### xxx3 Victory

{{Gloser:}}

 s.156:

issue(s): her: spørsmål

exploited(adj.): utnyttet/utnytta

societal problem(s): samfunnsproblem

underprivileged(adj.): fattig

brick kiln(s): teglsteinsovn/teglsteinsomn

 s. 157:

premises(s): lokale

brothel(s): bordell

bargain(s): her: handel

copy(s): utgave/utgåve

faint(v): besvime/svime av

{{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. 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 other 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.

--- 157 til 261

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.

--- 158 til 261

### xxx3 Freed

{{Gloser:}}

investigate(v): undersøke/undersøkje

unconstitutional(adj.): grunnlovstridig

manhandle(v): mishandle

file a petition: be om (til en domstol)/be om (til ein domstol)

enslave(v): gjøre til slave/gjere til slave

{{Gloser slutt}}

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.

  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 teen minutes and the people who thought they were going to be freed were all crying. We were forced to leave.

  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

--- 159 til 261

{{Oppgaver:}}

{{Glose:}}

eradicate(v): utrydde, bekjempe/utrydde, kjempe mot

{{Glose slutt}}

\_Did you get it?\_

>>> 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 tasks\_

>>> 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

In which countries is child labour common? What kind of work do children do? Browse the Internet for information. Perhaps you should check the websites of \_Global March Against Child Labour\_ and \_Amnesty International\_. Present your findings to a classmate. Did you find the same information?

>>> 9

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 system

escape

corrupt

exploit

ignorant

{{Slutt}}

{{Oppgaver slutt}}

--- 160 til 261

## xxx2 C: The Right to Be who You Are

{{Gloser:}}

 s. 160:

counselling(s): rådgiving

support program: støttegruppe

attracted to: tiltrukket av/tiltrekt av

gender expression: kle og oppføre seg som mann eller kvinne

gender identity: kjønnsidentitet

confidential(adj.): konfidensielt, fortrolig/konfidensielt, fortruleg

premarital(adj.): førekteskapelig/førekteskapleg

taboo(s): tabu

abandoned(adj.): forlatt/forlaten

 s. 161:

the normal course: det vanlige forløpet/den vanlege handlingsgangen

metro(s): her: storby

boom(s): oppsving

thus(adv.): på denne måten

slightly(adv.): litt

suspicion(s): mistenksomhet/mistillit, skepsis

{{Gloser slutt}}

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 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.

--- 161 til 261

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. 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

{{To bilder:}}

1. Maya and Betu run a counselling programme in the outskirts of New Delhi for women who are attracted to women.

2. Hand in hand towards a better future?

{{Bilder slutt}}

--- 162 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 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 tasks\_

>>> 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 tasks\_

>>> 8

Your best friend has just sent you a letter telling you that he or she is gay. He or 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}}

## xxx2 D: Making a Difference

{{Gloser:}}

 s. 162:

make a difference: utgjøre en forskjell

determination(s): besluttsomhet/handlekraft

Bob Geldof: kjent irsk musiker/kjend irsk musikar

Live Aid: innsamlingsaksjon for sultrammede i Etiopia/innsamlingsaksjon for svoltramma i Etiopia

sister(s): her: nonne

voluntary(adj.): frivillig

mutual(adj.): gjensidig

 s. 163:

high-end(adj.): eksklusiv

echelon(s): nivå

village chairman(s): en slags landsbyhøvding/ein slags landsbyhøvding

be well-connected: ha gode forbindelser/ha gode kontaktar

fund-raising(s): pengeinnsamling

be indebted to: stå i takknemlighetsgjeld til/stå i takkskyld til

roster(v): veksle på å jobbe

donation(s): bidrag

killed my credit cards(uformelt): her: brukt opp all kreditt på kredittkortet

 s. 164:

sponsor(v): støtte med penger/støtte med pengar

foot the bill: betale regningen/betale rekninga

entrance test(s): opptaksprøve

assignment(s): lekse, oppgave/lekse, oppgåve

rote learning(s): utenatlæring/utanåtlæring

copy off the board: skrive av tavla

 s. 165:

point of reference: referansepunkt (erfaringer)/referansepunkt (erfaringar)

dirt floor(s): jordgulv/jordgolv

superior(adj.): overordnet/overordna

district educational officer(s): representant for skolemyndighetene/representant for skolestyresmaktene

domestic abuse(s): vold i hjemmet, familievold/vald i heimen, familievald

choosy(adj.): kresen

reliant on: avhengig av

encourage(v): fremme/fremje

ignorance(s): uvitenhet/ukunne, ignoranse

{{Gloser slutt}}

Have you ever dreamt of making a difference to the lives of other people? Most people would probably answer yes, but very few actually turn their dream into reality. Gemma is an extraordinary Australian woman who followed her dream. Thanks to her warm heart and sense of determination, numerous Tanzanian children from poor families now have the opportunity to receive high quality primary and secondary education.

  When I was in high school in the 1980s I was inspired by Bob Geldof and the Live Aid project to help the starving masses in Ethiopia. I just wanted to go there right away and hand food out of a truck, you know that naivety you have when you don't know how it works. Then when I was in year 11 and 12, I was actually thinking of becoming a sister, but only if I could work in Africa.

  I went to university for five years and then I got contacts with a school in Uganda and I went there as a voluntary teacher for three years. I lived with the sisters and loved it, but I am a very independent person and it was a mutual decision that sisterhood wasn't for me. But I had three wonderful years and I am still close to the order.

--- 163 til 261

The school where I was working was a high-end, private girls' school. Only the upper echelons of Ugandan society could afford the school fees to send their daughters there. After I finished working in Uganda I thought a lot about the need for a good private school that is free of charge. At that time I had already met my husband Richard and was living in Tanzania. Richard's father had been a village chairman for probably fifteen years. One time when I came to visit Rich his dad said to me: "Gem, Richard has told me how much work you are doing for education in Uganda. You know, Tanzania is much worse off. If I give you two acres of land, would you be interested in building a school for our village people? It has to be free of charge." I got so excited! Even though I didn't have any money to build a school, at least I had the land.

  I excitedly went back to Australia and started raising money for the buildings. This was in the year 2000. My dad introduced me to Rotary International, which is an organization full of social-minded, well-connected business people. They have good hearts and are usually wealthy as well. I went to the local Rotary club in town and made a speech in the hope that they would be willing to support and kick-start my fund-raising. To this day I am indebted to that club, because they said yes to helping me to do a fund-raiser. They committed to having a table in our mall for four Saturdays and they said that they would roster. Different Rotarians would stand behind the table and they would collect donations to start the building of this school. They raised over 20,000 dollars to kick-start the first buildings.

  When I was working in Uganda I was a volunteer so I had killed my credit cards and had no money. The Rotary club in my hometown organized fifteen volunteers to bring the money across here and build the first building. I couldn't come because I couldn't afford the plane ticket. My husband looked after them and they had tents up for them. They built the very first classrooms in 2001. Then I came across in the middle of that year. I had sold my car, paid off all my bills and closed my bank accounts. I had 200 dollars left over and not a fear in the world! I couldn't have done that now. Gosh, I was so naive! It has been bloody hard.

  Anyway, when I came here we had six months getting the school ready. We had a container come from Australia with desks, chairs, textbooks, library books, pens and pencils - enough for us to live out of for a few years.

--- 164 til 261

Each of the children in our school is sponsored by somebody. My job is to find a westerner who is willing to foot the bill of the school fees on behalf of a child here. What we do is we find children who are very bright, but very poor. That combination is very difficult to find. Last year we had over 10,000 applications. It takes us about six months to go through them all and there are lots of entrance tests. We take 150 new ones each year.

  We had three sponsors to begin with in 2002. They were close friends and family who couldn't say no to me. Now we have more than 4,000 sponsors on the books, three schools and 1,600 children from primary to secondary. The schools are running pretty much by themselves now, but it hasn't been easy.

  In Tanzania about 50 per cent of the people do not go past primary school. Sometimes there are 70 or 80 kids in the classroom. Three or four children have to share one desk. They don't have textbooks, the teachers are underpaid and under-educated. They cannot have assignments or discussions because how can a teacher have a discussion with 70 children? Or how can she mark 80 assignments? You just can't do it. So it is all a very rote learning type of education. The teacher writes everything on the board because they don't have textbooks. Then the students are supposed to learn it. A lot of the learning is just copying off the board.

  Teachers often show up late for work, which is acceptable. Beating children is also acceptable. To bring in a system where we have no more than 25 kids in a class and where teachers are only teaching 25 periods out of 40 a week because we expect them to have good lesson plans is very hard because you are changing the teachers' history.

--- 165 til 261

They have a different point of reference, so we are trying to change the teachers' mentality. It's hard, but it gets easier each year.

  I've been in Arusha for ten years now, and I think there have been a lot of changes. When I first came people were not sleeping on mattresses. Now they do. And people have glass in their windows and they might have a lightbulb. In the past we said no to anyone with electricity, but not any more. And we accept families who have mattresses on their beds. A lot of people have a cement floor instead of dirt floors. And you can see the economic development in the clothes people wear. But out in the bush things haven't really changed very much. There people still sleep on the floor without a mattress, using grass in their bed instead.

  Some things never seem to change. There is a lot of corruption. There is a culture here where you do not question people above you, your superiors. You see your village chairman, your district educational officer or a policeman doing something - you just don't question it. And if they're not questioned or challenged they only continue. In regards to St Jude's, I don't expect our kids to change the country, but I hope that our boys will not beat their wives when they grow up. There is a lot of domestic abuse here. I hope that the girls are choosier in their husbands because a lot of women here are not educated. This means that they are reliant on their husbands, which can encourage abuse. It comes out of ignorance and lack of education. A woman can't leave a man if she can't get a job and she has to look after the kids. So if our women can be stronger and demand more respect, then I think we've done a good job.

{{To bilder:}}

1. Gemma with some of her students.

2. The School of St Jude was founded by a goodhearted and determined Australian woman.

{{Bilder slutt}}

--- 166 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

Why did Gemma decide not to become a sister?

>>> 2

Why does she say that she was naive?

>>> 3

In what way does the School of St Jude differ from most schools in Tanzania?

\_Oral tasks\_

>>> 4

Nearly everybody in this country is well off compared to the average person in a developing country. Even so, many people do not seem to be satisfied with what they have. Discuss the following questions in a small group:

a) Why do you think people want more and more?

b) What do you need in your life in order to be happy and satisfied?

c) Do you think we live in a selfish society? Give reasons.

>>> 5

Work in small groups. Take turns explaining the following words and expressions in English: \_sister, social-minded, volunteer, fund-raising, application, sponsor, rote learning, domestic abuse, encourage\_

>>> 6

Is there total gender equality between men and women in this country? Discuss.

\_Written and oral tasks\_

>>> 7

Write one sentence for each of the words or phrases in 5 . Read what you have written to your group.

>>> 8

"Education is key in any society. A poor country can only grow through education." Write two paragraphs that support this statement. Read them to your classmates and ask for comments.

>>> 9

If you could do something to help people in need, what would you do? Write down some ideas and present them to a group of classmates.

\_Written tasks\_

>>> 10

You have decided to start a project aiming at helping poor people to get a better life. You will need money to kick-start your project. Write a letter to a group of business people who you hope will be willing to help you. Make sure you use formal language (page 121, \_Crossroads 10B)\_.

>>> 11

Write a story about a person who really made a difference.

>>> 12

Write a poem about poverty and injustice. Do you need to rhyme? What about rhythm? Perhaps you want to look at page 13 in \_Crossroads 10B\_ for some inspiration.

\_Role play\_

>>> 13

You are a family of four on holiday in a developing country. You and your brother have made some new friends among the locals and you have learned a little about their everyday lives. You are having the time of your life, but you are struck by all the poverty around you. When you return home you decide to do something to help your new friends. What will you do? How will your friends react?

{{Oppgaver slutt}}

--- 167 til 261

## xxx2 E: Peer Mediation - a Life Changing Experience

{{Gloser:}}

 s. 167:

mediator(s): megler/meklar

follower(s): en som følger etter gjengen/ein som følgjer etter gjengen

bullying(s): mobbing

poor decision(s): dårlig avgjørelse/dårleg avgjerd

totally drop out: forsvinne helt/forsvinne heilt

school psychologist(s): skolepsykolog

hesitant(adj.): nølende

resolution(s): løsning/løysing

go separate ways: gå hver sin vei

The Peer Mediation Club(s): skolemeglingsklubben/skolemeklingsklubben

mock mediation(s): prøvemegling/prøvemelding

 s. 168:

disagreement(s): uenighet/usemje

mediation session(s): megling/mekling

sceptical(adj.): skeptisk

not communicate: ikke kommunisere, ikke snakke/ikkje kommunisere, ikkje snakke

confront(v): konfrontere, si ifra/konfrontere, seie frå

miscommunication(s): misforståelse pga. dårlig kommunikasjon/misforståing grunna dårleg kommunikasjon

specific(adj.): spesifikk

disputant (s) - her: part i saken/part i saka

anger(s): sinne

go more into depth: gå mer i dybden/gå meir i djupna

solution(s): løsning/løysing

temperamental(adj.): temperamentsfull, hissig

 s. 169:

boost(s): løft, oppsving

 s. 170:

shatter(v): knuse, smadre

emotional wound(s): følelsesmessig sår/kjenslemessig sår

spur(v): sette i gang/setje i gang

verbal violence(s): verbal vold, stygg ordbruk

{{Gloser slutt}}

Most people who experience a conflict struggle to find a way out. Kelsey and Anaïs got help through peer mediation. Read about this amazing method of healing through talk.

   Anaïs (18), Peer Mediator: In my freshman year in high school I was a "follower". I was very concerned that I was with the "in" crowd. In my sophomore year I had a conflict with a couple of girls that I thought were my friends. Over time there was just a lot of bullying going on and I felt really left out and alone. I had made some poor decisions and I had really no support from my friends. I was really upset and lonely I had been depressed and I didn't want to go to school. These girls who had been my friends for a long time totally dropped out of the picture and didn't want to have anything to do with me.

  Then the father of a friend of mine suggested that we see Mike, the school psychologist, who was an expert on mediation. We were kind of hesitant at first, because we didn't want to talk about our problems. I didn't want to share with the girls how I felt. And I did not want to associate with the girls, as I was really hurt. In the mediation we talked about how we were feeling and everybody had a chance to share. It was a while before we came to a resolution to our problem, and for a while we went separate ways. From talking about each other, we now talk about things that bother us, and that is so much better. After the conflict, and having been through mediation, I decided that I wanted to become a mediator myself. If someone had told me earlier on that I was to become a member of The Peer Mediation Club, I would have thought it to be a joke.

  Kelsey, whom I had been in the conflict with, has also become a mediator. It so happened that Kelsey and I mediated in a conflict with two freshman girls, and that in itself is something as both Kelsey and I then understood how far we'd come since the conflict.

{{Bilde:}}

Anaïs used to be bullied, but not anymore. She did something about it.

{{Bilde slutt}}

{{Ramme:}}

xxx3 Mock Mediation

A mock mediation is a role play about a conflict between two students. By mediating the conflict new mediators learn the mediation process step by step.

{{Ramme slutt}}

--- 168 til 261

Kelsey (17), Peer Mediator: I got involved in peer mediation in my junior year. We were a group of friends who had some disagreements and we couldn't solve them. I was friends with all of them, but two and two were fighting and I was caught in the middle. We needed help, so our peer mediation club advisor called us in to help us. And so we had a mediation session with him. When we first started I was a bit sceptical, I didn't think it would work and I thought our problems were too complex to solve. After talking for about 45 minutes we all really got our feelings out and everyone felt a lot better and we were able to leave the room not as close friends again, but we could at least say hi to each other in the hallway.

  After this I thought "Wow!" I would really like to mediate between people, because I have always been a person who could not communicate with others about my problems. I have always found it hard to confront people about things that were bothering me, and talking to adults was something I did with great difficulty. Through the mediation process I have learnt how to articulate my feelings and that gives me confidence. I find it so much easier to talk to people, and to be polite without offending anyone. Finally, I understand how miscommunication happens and I know how to avoid that.

  My first case as a mediator was between two sophomore girls. The outcome of the mediation was that the girls came to an agreement. I believe these girls would never have opened up to an adult. This really proved to me that this process really works.

  There are no specific sets of questions that we need to ask, but we let each person speak and say what happened and how they feel about it. Defining the problem is a very important aspect in the mediation because each disputant has the chance to share their story. It's important to use "I feel" messages as it helps you to calm down from your anger. You are not saying "She copied me on this", you say "I felt really upset when I noticed her do this to me". The main thing is that you want to be heard, and that each person gets a chance to talk. At first the students don't want to talk, they just want to move on with their day. They will hate each other afterwards, so we have to get it out of them and ask them what they mean and how they think about things and go more into depth.

  To find a solution we ask the disputants what they can do to solve the problem. Sometimes kids can be a little bit more temperamental and they don't want to share it.

--- 169 til 261

There will be a time when you will be very angry with someone and you get very hurt by it. Once we help the disputants find a solution they can accept, we ask them to tell their friends that the conflict has been solved. We don't want them to tell their friends what happened, if not it will just spread all over school and rumors will start. We then congratulate the disputants, because it is not easy to share. It's a boost to know that they did something very helpful and are able to move on.

{{Bilde:}}

Through mediation Kelsey learnt how to articulate her feelings and build her confidence. Now she teaches other students the same things.

{{Bilde slutt}}

Jonathan (17), Peer Mediator: Our Peer Mediation Club visits schools and talks to young kids about bullying. Because of the social media and cell phones, there are more opportunities to bully each other. Everyone has been bullied at one time, and it makes you feel terrible inside. Words can hurt as bad as a physical wound. It will heal, but if someone says something mean to you and everything shatters inside you, you will remember this comment forever. Emotional wounds from bullying are much worse than a physical wound.

  What you do has an effect on the people around you. Smile at someone and they smile back. A good comment may just spur something good in that person, whereas a bad comment could send him or her over the edge. You just don't know. Commenting on someone doesn't make you better or prettier, it makes you feel terrible. You have no right at all to judge anybody. Everybody deals with their own monsters. I wish people would stop this verbal violence. Our mistakes should not define us, but how we deal with them. The way I see it, peer mediation is not just a club, it's a life-changing experience.

{{Bilde:}}

Jonathan is a peer mediator. He knows that words can be just as hurtful as physical injuries.

{{Bilde slutt}}

### xxx3 Five Ground Rules

1. The two parties want to solve the problem by mediation.

2. There is to be no name-calling.

3. Do not to interrupt the mediator.

4. The parties speak directly to the mediator and not to the other disputant.

5. What is said in the room is strictly confidential.

--- 170 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

What happened to Anaïs in her sophomore year?

>>> 2

Who helped Anaïs and her friends?

>>> 3

In what way did the school psychologist help the girls?

>>> 4

Why was Kelsey sceptical about mediation?

>>> 5

What has Kelsey learnt from being a mediator?

>>> 6

Why is it so important to use "I-messages" in a mediation process?

>>> 7

Why is everything said in a mediation process confidential?

\_Oral tasks\_

>>> 8

Discuss in a small group:

a) Why may emotional wounds be worse than physical wounds?

b) Have you ever been really hurt by a remark or by something someone did? What happened? How did you react?

>>> 9

A negative comment about you has been posted on a social media site. How will you go about solving the conflict? Discuss.

>>> 10

You are out with your friends and at some point they begin to bully someone from school. You think they should stop. Are you brave enough to speak your mind? Discuss.

\_Written and oral tasks\_

>>> 11

Jonathan points out that it is easier to bully each other these days because of social media and cell phones. List five ways of bullying this way that you find unacceptable, but that some people think are OK. Present your list to a group of classmates. Do they agree with you?

\_Written tasks\_

>>> 12

Everybody thought you were OK because you had lots of friends and seemed to be popular, but that was not the way you felt inside. Write a story about this.

>>> 13

What can be done to prevent bullying? Write an essay suggesting ways of dealing with this problem.

\_Role play\_

>>> 14

Work in a group of three. One of you is being bullied by two classmates. What kind of bullying is it? Why is it happening? Your teachers have decided that enough is enough. Act out a peer mediation.

{{Oppgaver slutt}}

--- 171 til 261

## 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 110 in \_Crossroads 10B\_.

## xxx2 Task bank

{{Oppgaver:}}

\_Oral 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 gender in order to achieve a balance between men and women in different jobs.

This means that a less qualified person may be given preference over 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? Write 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.

>>> 8

A newspaper journalist is about to interview you to get the full story. Write the interview.

>>> 9

Write a letter or an email to the government of a country where there is child labour.

>>> 10

Speak your mind on this issue.

--- 172 til 261

## 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 UN efforts to prevent the war in Iraq. Give a brief lecture based on your findings.

>>> 3

Make a presentation on \_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 for one such organization about the work they do. Present your findings orally.

>>> 6

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.

>>> 7

Browse the Internet for information on Bob Geldof and Live Aid. Make a written or oral presentation of your findings.

{{Oppgaver slutt}}

## xxx2 Word quest

{{Gloser:}}

a rough idea of: en anelse av / ei aning av

abandoned (adj.): forlatt / forlaten

abstract (adj.): abstrakt, teoretisk

anger (s): sinne

artillery round (s): skuddsalve med grovkalibret skytevåpen / skotsalve med grovkalibra skytevåpen

artillery unit (s): artillerienhet / artillerieining

assignment (s): lekse, oppgave / lekse, oppgåve

at that point: på det tidspunktet

attracted to: tiltrukket av / tiltrekt av

bargain (s): her: handel

be indebted to: stå i takknemlighetsgjeld til / stå i takkskyld til

be well connected: ha gode forbindelser / ha gode kontaktar

Bob Geldof: kjent irsk musiker / kjend irsk musikar

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

boom (s): oppsving

boost (s): løft, oppsving

bounce around: flakse rundt

brick kiln (s): teglsteinsovn / teglsteinsomn

brothel (s): bordell

bullying (s): mobbing

--- 173 til 261

choosy (adj.): kresen

chunk (s): bit

clear-cut (adj.): her: enkelt

commitment (s): forpliktelse / plikt

confidential (adj.): konfidensielt, fortrolig / konfidensielt, fortruleg

confine (v): holde innesperret / halde innesperra

confront (v): konfrontere, si ifra / konfrontere, seie frå

contemporary (adj.): moderne

copy (s): utgave / utgåve

copy off the board: skrive av tavla

counselling (s): rådgiving

credibility (s): troverdighet / truverd

dead-end jobs: jobber uten mulighet for utvikling / jobbar utan høve til utvikling

deny (v): nekte

deploy (v): utplassere

determination (s): besluttsomhet / handlekraft

devastated (adj.): ødelagt / øydelagt

devastation (s): ødeleggelse / øydelegging

dig out an issue: løfte fram en sak / løfte fram ei sak

dirt floor (s): jordgulv / jordgolv

disagreement (s): uenighet / usemje

disputant (s): her: part i saken / part i saka

district educational officer (s): representant for skolemyndighetene / representant for skolestyresmaktene

domestic abuse (s): vold i hjemmet, familievold / vald i heimen, familievald

donation (s): bidrag

echelon (s): nivå

emotional wound (s): følelsesmessig sår / kjenslemessig sår

encourage (v): fremme / fremje

enslave (v): gjøre til slave / gjere til slave

entrance test (s): opptaksprøve

eradicate (v): utrydde, bekjempe / utrydde, kjempe mot

exploited (adj.): utnyttet / utnytta

faint (v): besvime / svime av

file a petition: be om (til en domstol) / be om (til ein domstol)

First Sergeant: type offiser

follower (s): en som følger etter gjengen / ein som følgjer etter gjengen

foot the bill: betale regningen / betale rekninga

forefront (s): forreste linje / fremste linje

frame (v): formulere

fund-raising (s): pengeinnsamling

gender expression: kle og oppføre seg som mann eller kvinne

gender identity: kjønnsidentitet

go more into depth: gå mer i dybden / gå meir i djupna

go separate ways: gå hver sin vei / gå kvar sin veg

hesitant (adj.): nølende / nølande

high-end (adj.): eksklusiv

ignorance (s): uvitenhet / ukunne, ignoranse

infantryman (s): fotsoldat

informed decision: avgjørelse tatt på grunnlag av fakta / avgjerd teken på grunnlag av fakta

investigate (v): undersøke / undersøkje

--- 174 til 261

issue (s): her: spørsmål

killed my credit cards (uformelt): her: brukt opp all kreditt på kredittkortet

legacy (s): arv

liberate (v): frigjøre / setje fri

Live Aid: innsamlingsaksjon for sultrammede i Etiopia / innsamlingsaksjon for svoltramma i Etiopia

lure away: lokke bort

make a difference: utgjøre en forskjell / utgjere ein forskjell

manhandle (v): mishandle

mediation session (s): megling / mekling

mediator (s): megler / meklar

metro (s): her: storby

miscommunication (s): misforståelse pga. dårlig kommunikasjon / misforståing grunna dårleg kommunikasjon

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

mock mediation (s): prøvemegling / prøvemelding

mutual (adj.): gjensidig

not communicate: ikke kommunisere, ikke snakke / ikkje kommunisere, ikkje snakke

phosphor (s): fosfor (stoff som lyser opp)

point of reference: referansepunkt (erfaringer) / referansepunkt (erfaringar)

poor decision (s): dårlig avgjørelse / dårleg avgjerd

premarital (adj.): førekteskapelig / førekteskapleg

premises (s): lokale

reliant on: avhengig av

responsibility (s): ansvar

resolution (s): løsning / løysing

roster (v): veksle på å jobbe

rote learning (s): utenatlæring / utanåtlæring

school psychologist (s): skolepsykolog

servitude (s): slaveri

sexually harassed: seksuelt trakassert

shatter (v): knuse, smadre

sister (s): her: nonne

skeptical (adj.): skeptisk

slightly (adv.): litt

societal problem (s): samfunnsproblem

solution (s): løsning / løysing

specific (adj.): spesifikk

sponsor (v): støtte med penger / støtte med pengar

spur (v): sette i gang / setje i gang

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

superior (adj.): overordnet / overordna

support program: støttegruppe

suspicion (s): mistenksomhet / mistillit, skepsis

taboo (s): tabu

temperamental (adj.): temperamentsfull, hissig

the normal course: det vanlige forløpet / den vanlege handlingsgangen

The Peer Mediation Club (s): skolemeglingsklubben / skolemeklingsklubben

thumb impression (s): tommelavtrykk

--- 175 til 261

thus (adv.): på denne måten

totally drop out: forsvinne helt / forsvinne heilt

unconstitutional (adj.): grunnlovstridig

underprivileged (adj.): fattig

verbal violence (s): verbal vold, stygg ordbruk

village chairman (s): en slags landsbyhøvding / ein slags landsbyhøvding

voluntary (adj.): frivillig

wage war (v): føre krig

wreak on: gjøre på / gjere på

{{Gloser slutt}}

--- 176 til 261

{{Bildeside: Bygning dekorert med fargerik grafitti}}

--- 177 til 261

# xxx1 Chapter 6: Expressions

{{Gloser:}}

figurative(adj.): figurativ, billedlig/figurativ, biletleg

non-figurative(adj.): nonfigurativ, ikke billedlig/nonfigurativ, ikkje biletleg

{{Gloser slutt}}

We write letters and messages, we compose and perform music 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.

--- 178 til 261

## xxx2 A: Graffiti

{{Gloser:}}

wild boar(s): villsvin

it is estimated that: det er anslått at

vividly(adv.): levende/levande

mural(s): veggmaleri/veggmåleri

legal(adj.): lovlig/lovleg

spring from(v): komme fra/komme frå

contribution(s): bidrag

{{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.

{{Bilder:}}

The mural above was painted about 15,000 years ago. The knitted tree and the murals on page 179 are contemporary expressions. Are they art or just vandalism?

{{Bilder slutt}}

--- 179 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 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 that you and a group of classmates can agree on.

>>> 4

Which of the murals on pages 178-179 would you characterize as art? Tell your classmates what you think and why.

>>> 5

Say what you like and dislike about the street art on pages 178-179 to a group of classmates.

\_Written and oral tasks\_

>>> 6

Make your own mural or graffiti using a drawing program on your computer. Present the idea behind it to your classmates.

\_Written tasks\_

>>> 7

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 them 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\_

>>> 8

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}}

--- 180 til 261

## xxx2 B: The Caves of Altamira

{{Gloser:}}

recall(v): huske/hugse

faded(adj.): svakt, nesten utvisket/svakt, nesten utviska

woolly(adj.): hårete

{{Gloser slutt}}

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

Id 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

Chorus slutt

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

 By Steely Dan

{{Oppgaver:}}

\_Did you get it?\_

>>> 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 tasks\_

>>> 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 tasks\_

>>> 5

Write a detailed interpretation of "The Caves of Altamira" together with a classmate.

{{Oppgaver slutt}}

--- 181 til 261

## xxx2 C: Bridgeview

{{Gloser:}}

founder(s): grunnlegger/grunnleggjar

by accident: tilfeldigvis

Perestroika: økonomisk politikk i Sovjetunionen

available(adj.): tilgjengelig

Iron Curtain(s): jernteppet, betegnelse på grensa mellom øst og vest i Europa/jernteppet, namn på grensa mellom aust og vest i Europa

influx(s): tilstrømming/tilstrøyming

liberate(v): frigjøre/frigjere

{{Gloser slutt}}

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'm 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.

{{Bilde:}}

Lena Murray founded an art school in the late 1990s with Russian artists who had immigrated to the USA during Perestroika.

{{Bilde slutt}}

--- 182 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

Why did Lena found the art school?

>>> 2

Describe Lena's art teachers.

>>> 3

What was Lena's dream?

\_Oral tasks\_

>>> 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\_?

>>> 5

Discuss in a small group:

a) What is art? Who decides what is art and what isn't?

b) How many artists do you know of? Name them.

c) Do you have a favourite artist? Who? Why?

\_Written and oral tasks\_

>>> 6

Work in pairs. Find a 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.

>>> 7

Make a figurative or non-figurative drawing that expresses despair or happiness. Your classmates will take turns in describing what they see in your drawing and what kind of feelings it evokes in them.

{{Oppgaver slutt}}

## xxx2 D: Miami Ink

{{Gloser:}}

 s. 182:

back in the day(uformelt): før i tiden/før i tida

capability(s): dyktighet/dugleik

craftsman(s): håndverker/handverkar

artistry(s): kunstnerisk dyktighet/kunstnarisk dugleik

push the envelope(uformelt): tøye grensene

 s. 183:

skin texture: hudstruktur

go into the field: starte i bransjen

ruin(v): ødelegge/øydeleggje

craft(s): håndverk/handverk

put forward(v): her: utvikle

the depth and intricacy: dybden og kompleksiteten (hvor komplisert det er)/dyden og kompleksiteten (kor komplisert det er)

stroke(s): her: penselstrøk

pigment(s): farge

 s. 184:

tiring(adj.): slitsomt/slitsamt

stencil(s): sjablong

require(v): kreve/krevje

linings(s): her: linjer

bold(adj.): her: slående/slåande

many ways to skin a cat(uformelt): mange måter å gjøre ting på/mange måtar å gjere ting på

 s. 185:

autoclave(s): en slags trykkoker/ein slags trykkokar

conception(s): oppfatning

grimy(adj.): møkkete

exceed(v): overgå

preconception(s): forutinntatthet, fordom/førehandsmeining, fordom

real estate(s): eiendom/eigedom

erase(v): viske ut

{{Gloser slutt}}

In a busy street of South Beach in Miami there is a popular and busy tattoo studio called Miami Ink. We paid it a visit to learn more about this popular form of body art. Is it art, or isn't it? Rob, one of the experienced tattoo artists at the studio, told us what he thinks:

  Back in the day, forty or fifty years ago, it wasn't really art. It was more a craft. Maybe some of the tattooists were artists, but they didn't have the artistic capabilities that people have today. They were more craftsmen who put on simple designs. But then tattoos became more popular and a lot of people who were more artists got in. They were graffiti artists and oil painters who did art on canvas, on paper and on the wall. Then the level of artistry got higher and higher, and today you really have people that are pushing the envelope and doing stuff that even five years ago people didn't believe was possible. They are doing stuff that's just amazing.

--- 183 til 261

You know, all kinds of crazy portraits in colour and all kind of skin textures. So it really has turned into an art form because a lot of people with very high artistic capabilities have gone into the field.

  - How do you hire the artists here?

  We have a vast network of people that we know and that we've worked with in the past. Our standards are high and we pick people that have artistic capabilities and are very technical in what they do. But there are more people that are ruining the craft than actually putting it forward. The people who are really putting it forward are a very small percentage, probably one per cent. Then you have the bigger percentage who are doing beautiful technical stuff, but they are more kind of keeping up with what's going on, and then you have the even bigger percentage that really don't know what the hell they're doing. They saw it on TV, they thought it would be cool to do, they picked up a made in China machine they bought online, but they don't understand the depth and intricacy of everything.

  When you take a canvas, you take a brush, and you do a stroke. That's it. The canvas is always the same, the pigments are always the same and the brush is always the same. When you're doing a tattoo, everything is constantly changing. Every person has different skin, the electricity makes the machine run a little different, the needles may be a little different. Everything is constantly changing and you kind of have to keep up with what's going on constantly, so it's definitely a very technical art form.

--- 184 til 261

- \_Do you work long hours?\_

  Personally I do twelve hours a day and I work three or four days a week. That's what we usually do here. We work with big volumes of people, so it gets very tiring mentally and physically.

  - \_Tell me a little about what you actually do when you have a new customer in the chair.\_

  Well, first you put a stencil on, which is kind of a guideline. It shows you a very basic outline of what you're gonna do. Some people don't do that. They just do something very rough with a pen and then go straight on the skin. That obviously requires a very high level of artistic ability. After that you set up your machines. You have different machines that do different things. Certain machines are good for linings, certain machines are good for colouring, some are good for degree work, whereas some are good for stronger, bolder work. Then you start building up the tattoo. There are many different techniques, or as the saying goes, there's many ways to skin a cat.

--- 185 til 261

- \_Hygiene is very important, right?\_

  Yeah, you sterilize the skin first and all the needles are brand new. All the stuff we use is sterilized in an autoclave. A thing that makes me laugh a lot of times is - for example this lady who came in yesterday, I think she had a conception of tattoos like what they were 60 years ago, cause she said: "You guys use new needles, right? How do I know you do that?" But of course we use new needles! It's so cheap to buy needles these days. It would probably cost more to clean it than to buy a new one. But of course, if you go to a grimy place ... At any professional tattoo studio people exceed at the sterilization, cause they do have to prove that. A lot of people have a preconception of what a tattoo studio is.

  - \_Who are your customers?\_

  Everything from a teenager who likes Justin Bieber - and I don't think teenagers should get tattoos - to multi-millionaire doctors, real estate people, lawyers and judges. It's so common nowadays, so it's really everyone. You can't categorize it. It could be the housewife who ten years ago would look down on someone like me, or the punk rocker living on the street.

  - \_What would you say is most challenging about this work?\_

  The most challenging thing is that there's no erasing it. There's no "Oh, wait, this line didn't come out OK." What is there is there. So there's a lot of pressure when you're doing it to get everything perfect on that first try.

{{Tre bilder:}}

1. s.182: Rob is an experienced tattoo artist with great artistic skill. He works at Miami Ink in Miami, Florida.

2. s. 184: This young woman has more tattoos than most people. She even has some on her forehead.

3. s. 185: Work in progress ...

{{Bilder slutt}}

{{Ramme s. 183:}}

{{Gloser:}}

fad(s): kortvarig motefenomen

burial ground(s): gravplass

inflict wounds: påføre sår

amazing(adj.): fantastisk, utrolig

{{Gloser slutt}}

People have decorated their bodies with paint for religious and ceremonial purposes throughout history. Body art is definitely not just a 21\_st\_ century fad. As far as we can tell, it has been in existence since the Stone Age. Skeletons in burial grounds have been found with body paint on them, suggesting that tattoos were used as long ago as 8,000 years BC. The word tattoo comes from the Tahitian word tatau, which means to inflict wounds. In Polynesian cultures, tattoos are still very important. The Maoris of New Zealand call them "moko" and their tattoos show which tribe a person belongs to and their position in society (see page 66).

{{Bilde: Maori mann med tattovert ansikt, som geiper}}

{{Ramme slutt}}

--- 186 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

Why are tattoos important in Polynesian cultures?

>>> 2

Why is the level of artistry higher today than it was a few decades ago?

>>> 3

Who is the typical customer at Miami Ink?

>>> 4

What do they use to sterilize the equipment at Miami Ink?

\_Oral tasks\_

>>> 5

What are the coolest and the silliest tattoos you have ever seen? Tell the other members of your group about them.

>>> 6

What should be the age limit for having a tattoo? Discuss, giving reasons.

>>> 7

In a group, comment on each of the tattoo designs on page 184-185.

a) Which one represents the highest level of artistry?

b) Which one would you have chosen?

c) Which one is most personal?

\_Written and oral tasks\_

>>> 8

Write down some of the pros and cons of having tattoos. Discuss them in a small group.

>>> 9

Make a sketch of a tattoo design. Show it to your group and explain

-- why you have chosen this design.

-- what colours you would like it to have.

-- where you would like to have it.

\_Written tasks\_

>>> 10

You work as a tattoo artist. One day you get a customer who wants something out of the ordinary. You ask her several times if this is really what she wants, because this is the craziest tattoo you have ever heard of. Write a story about this.

>>> 11

The Norwegian curriculum for lower secondary school is going to be revised. There will be less Norwegian and Geography, and a new subject - Art - will be introduced. Is this something you approve of? Write a couple of paragraphs in which you argue for or against it.

>>> 12

Find a really cool tattoo design online. Then describe the design in writing in great detail.

{{Oppgaver slutt}}

--- 187 til 261

## xxx2 E: A Universal Genius

{{Gloser:}}

 s. 187:

simultaneously(adv.): samtidig/samstundes

enigmatic(adj.): gåtefull

chemistry(s): kjemi

sketch(s): skisse, utkast

record(s): fortegnelse/liste, oversikt

 s. 188:

invent(v): finne opp

apprentice(s): lærling

eager(adj.): ivrig

thorough(adj.): grundig

acquire(v): oppnå

reputation(s): rykte

location(s): plassering

tendon(s): sene

grant permission: gi tillatelse

dissect(v): åpne døde mennesker og dyr/opne døde menneske og dyr

substantial(adj.): betydelig/betydeleg

commission(v): gi i oppdrag

nobleman(s): adelsmann

feasible(adj.): passende, gjennomførbar/passande, til å gjennomføre

terminate(v): avslutte

{{Gloser 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.

--- 188 til 261

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. 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. 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.

{{Tre bilder:}}

1. s. 187: "The Last Supper" is a portrayal of the reaction of the 12 disciples when Jesus tells them that one of them will betray him.

2. s. 187: 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.

3. s. 188: The "Vitruvian Man" by Leonardo da Vinci shows the ideal proportions of man.

{{Bilder slutt}}

--- 189 til 261

### xxx3 Leonardo's Bridge

{{Gloser:}}

eternal(adj.): evig

metaphor(s): metafor

bridge(v): bygge bro mellom/byggje bru mellom

{{Gloser slutt}}

"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 Leonardos approach and message to mankind: that art, science, philosophy and spirituality must be experienced as a whole."

 Vebjørn Sand

{{Bilde:}}

Vebjørn Sand constructed this bridge based on Leonardos original drawings from 1502. (Studio S, fotografmester Terje Sten Johansen)

{{Bilde slutt}}

--- 190 til 261

{{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 tasks\_

>>> 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 write 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. Write down some key words, then describe your work to your partner.

>>> 7

Browse the Internet for pictures of Renaissance paintings. Pick one you really like. Give a one-minute oral presentation on

a) the painter.

b) why you like this painting.

\_Written tasks\_

>>> 8

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.

>>> 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.

>>> 10

Mona Lisa is one of the most mysterious women in art history. Who was she? What was her life like? Imagine you could go back to when she was posing for Leonardo in the 1500s. Write a story about a day in her life.

{{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 ..."

 by Stuart Macfarlane

{{Ramme slutt}}

--- 191 til 261

## xxx2 F: Human Shapes

{{Ti bilder av skulpturer s. 191-192}}

--- 192 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

Tell a group of classmates which sculpture on pages 191-192 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 191-192 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? Write 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 are refering 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 191-192. 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 some questions about this work of art.

>>> 8

Describe what or whom you would make a sculpture of if you were a sculptor. Give reasons.

>>> 9

Find a good picture of a sculpture of a man or woman online. Write a poem about the sculpture or the person that the sculpture represents. Call your poem "Who are you?"

{{Oppgaver slutt}}

--- 193 til 261

## xxx2 G: Architectural Treasures

{{Gloser:}}

tram(s): trikk

invaluable(adj.): uvurderlig/uvurderleg

treasure(s): skatt

decade(s): tiår

magnificent(adj.): storslagen/storfelt

progress(s): framgang

incorporate(v): blande inn, innlemme

astonishing(adj.): forbløffende

splendour(s): prakt

incomplete(adj.): uferdig

embellish(v): forskjønne/pynte på

stronghold(s): skanse

{{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 194). 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.

{{To bilder:}}

1. Park Güell is on the UNESCO World Heritage List. It was designed by Gaudí, and his modernist style is incorporated in terraces, staircases, benches and fountains.

2. La Sagrada Familia is an impressive sight in spite of the ongoing construction work.

{{Bilder slutt}}

--- 194 til 261

{{To bilder:}}

1. Casa Battló

2. Gaudí's famous lizard fountain

{{Bilder slutt}}

{{Ramme:}}

Antoni Gaudí was one of many world famous Spanish modernists. Others are Salvador Dali, 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

{{Bilder slutt}}

{{Ramme slutt}}

--- 195 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

What is special about La Sagrada Familia?

>>> 2

What is unique about Park Guell?

\_Oral tasks\_

>>> 3

Work with a classmate. Describe the picture of La Sagrada Familia on page 193 in detail.

>>> 4

Browse the Internet for a picture by Edvard Munch, Frida Kahlo, Andy Warhol or Damien Hurst. Pick one you really like and explain why you like it to the other members of your group. Give at least three reasons.

>>> 5

We are all affected by our environment and by the buildings in which we study and work. Discuss the following in groups:

a) What would the ideal school look like and what kind of facilities would it have?

b) In what ways do our physical surroundings influence learning?

c) Would you want the following or not?

-- a swimming pool

-- sports fields

-- a lawn, benches and a fountain

\_Written and oral tasks\_

>>> 6

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, who will tell you why he or she agrees or disagrees with you.

>>> 7

Draw a piece of unusual, but beautiful architecture. Explain your drawing to a classmate.

\_Written tasks\_

>>> 8

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.

>>> 9

You have decided to build a new house and you know exactly how you would like it to be. Write an email to an architect describing all your ideas in detail. This is going to be your dream house.

{{Oppgaver slutt}}

--- 196 til 261

## xxx2 Language Corner

The opening paragraph of any piece of writing is extremely important. If it is poorly written, readers will lose interest before they have really started. Make sure you build it up logically. Then your writing will appear well structured and easy to read. See page 115 in \_Crossroads 10B\_.

## xxx2 Task bank

{{Oppgaver:}}

\_Did you get it?\_

>>> 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 an article 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.

>>> 9

Research the history of architecture. What was the architecture like in Ancient Rome or Ancient Greece? What about the Renaissance or the Baroque period? What characterizes functionalism or modernism? Make a multimedia presentation on one architectural era.

>>> 10

Make a presentation on the life and work (or just the work) of Dali or one of his contemporaries. Use a presentation tool and include pictures. Record your comments in advance.

--- 197 til 261

## 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

Some graffiti artists are outstanding artists, regardless of art form. Browse the Internet for information on one of them and make an illustrative presentation of his or her work to the other members of your group.

>>> 5

How has body art developed during the last 50 years? Find information about this online and make an illustrated, written or oral presentation.

>>> 6

Go for a walk in your neighbourhood and take a camera. Try to take a couple of artistic pictures. Show the pictures to a small group or to the whole class and explain the idea behind them. Your classmates will tell you what they think about them.

{{Oppgaver slutt}}

## xxx2 Word quest

{{Gloser:}}

acquire (v): oppnå

amazing (adj.): fantastisk, utrolig

apprentice (s): lærling

artistry (s): kunstnerisk dyktighet / kunstnarisk dugleik

astonishing (adj.): forbløffende / forbløffande

autoclave (s): en slags trykkoker / ein slags trykkokar

available (adj.): ledig

back in the day (uformelt): før i tiden / før i tida

bold: her: slående / slåande

bridge (v): bygge bro mellom / byggje bru mellom

burial ground (s): gravplass

by accident: tilfeldigvis

capability (s): dyktighet / dugleik

chemistry (s): kjemi

commission (v): gi i oppdrag

conception (s): oppfatning

contribution (s): bidrag

craft (s): håndverk / handverk

craftsman (s): håndverker / handverkar

crucify (v): korsfeste / krossfeste

decade (s): tiår

--- 198 til 261

dissect (v): åpne døde mennesker og dyr / opne døde menneske og dyr

eager (adj.): ivrig

embellish (v): forskjønne / pynte på

enigmatic (adj.): gåtefull

erase (v): viske ut

eternal (adj.): evig

exceed (v): overgå

fad (s): kortvarig motefenomen

faded (adj.): svakt, nesten utvisket / svakt, nesten utviska

feasible (adj.): passende, gjennomførbar / passande, til å gjennomføre

figurative (adj.): figurativ, billedlig / figurativ, biletleg

founder (s): grunnlegger / grunnleggjar

go into the field: starte i bransjen

grant permission: gi tillatelse / gi løyve

grimy (adj.): møkkete

incomplete (adj.): uferdig

incorporate (v): blande inn, innlemme

inflict wounds: påføre sår

influx (s): tilstrømming / tilstrøyming

invaluable (adj.): uvurderlig / uvurderleg

invent (v): finne opp

Iron Curtain (s): jernteppet, betegnelse på grensa mellom øst og vest i Europa / jernteppet, nemning for grensa mellom aust og vest i Europa

it is estimated that: det er anslått at

legal (adj.): lovlig / lovleg

liberate (v): frigjøre / frigjere

linings (s): her: linjer

location (s): plassering

magnificent (adj.): storslagen / storfelt

many ways to skin a cat (uformelt): mange måter å gjøre ting på / mange måtar å gjere ting på

metaphor (s): metafor

mural (s): veggmaleri / veggmåleri

nobleman (s): adelsmann

non-figurative (adj.): nonfigurativ, ikke billedlig / nonfigurativ, ikkje biletleg

Perestroika: økonomisk politikk i Sovjetunionen

pigment (s): farge

preconception (s): forutinntatthet, fordom / førehandsmeining, fordom

progress (s): framgang

push the envelope (uformelt): tøye grensene

put forward (v): her: utvikle

real estate (s): eiendom / eigedom

recall (v): huske / hugse

record (s): fortegnelse / liste, oversikt

reputation (s): rykte

require (v): kreve / krevje

ruin (v): ødelegge / øydeleggje

simultaneously (adv.): samtidig / samstundes

sketch (s): skisse, utkast

skin texture: hudstruktur

splendour (s): prakt

spring from (v): komme fra / komme frå

stencil (s): sjablong

stroke (s): her: penselstrøk

stronghold (s): skanse

substantial (adj.): betydelig / betydeleg

tendon (s): sene

--- 199 til 261

terminate (v): avslutte

the depth and intricacy: dybden og kompleksiteten (hvor komplisert det er) / dybden og kompleksiteten (kor komplisert det er)

thorough (adj.): grundig

tiring (adj.): slitsomt / slitsamt

tram (s): trikk

treasure (s): skatt

vividly (adv.): levende / levande

wild boar (s): villsvin

woolly (adj.): hårete

{{Gloser slutt}}

--- 200 til 261

{{Bildeside: En skulptur av William Shakespeare}}

--- 201 til 261

# xxx1 Chapter 7: William Shakespeare

{{Gloser:}}

excerpt(s): utdrag

in Shakespeare's day: på Shakespeares tid

{{Gloser slutt}}

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.

--- 202 til 261

## xxx2 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 approximately 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.

{{Bilde:}}

William Shakespeare. We know a great deal about his writing, but the man himself remains rather obscure.

{{Bilde slutt}}

--- 203 til 261

## xxx2 A: You Are What You Wear

{{Gloser:}}

shabbily(adv.): på en sjasket (shabby) måte/på ein sjaskete (shabby) måte

live on benefits: leve på sosial stønad

crumb(s): smule

barrister(s): advokat

everybody was required to: alle var pålagt å/alle var pålagde å

plainly(adv.): enkelt

dress above their station: kle seg over sin stand

virtue(s): dyd

outfit(s): antrekk

{{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.

--- 204 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 1

What was different about clothing in Shakespeare's day?

>>> 2

Why was this convenient for theatre audiences?

\_Oral tasks\_

>>> 3

What can clothes tell us about people nowadays? Discuss.

>>> 4

In which situations should you wear formal clothes (dress/suit/nice shoes)? Discuss.

\_Written and oral tasks\_

>>> 5

Write 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 tasks\_

>>> 6

Dress codes for school pupils have been the subject of much debate in Norway. Some people say that belly buttons and underwear 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.

>>> 7

Design a new piece of clothing. Write a couple of paragraphs explaining

a) what it is.

b) who it is meant for.

c) what colours it will come in.

\_Role play\_

>>> 8

In groups of three or four, create a role play in which clothes play an important part.

{{Oppgaver slutt}}

## xxx2 B: Acting in Shakespeare's Time

{{Gloser:}}

 s. 204:

Reformation(s): reformasjonen

apart from - bortsett fra/bortsett frå

wandering minstrels: omvandrende underholdere/omvandrande underhaldarar

conjurer(s): tryllekunstner/tryllekunstnar

put on plays: sette opp stykker/setje opp stykke

missionary purpose: misjonerende hensikt/misjonerande formål

void(s): tomrom

 s. 205:

civil service(s): statsadministrasjon

grammar school(s): tilsvarende videregående skole/tilsvarande vidaregåande skole

expand(v): utvide

mayor(s): borgermester/borgarmeister

stage a play: iscenesette et stykke/setje i scene eit stykke

courtyard(s): gårdsplass/gardsplass

inn(s): vertshus

gallery(s): her: søylegang

portico(s): svalgang

contrary to: - i motsetning til

highbrow(adj.): finkulturell

equivalent of: - det samme som/det same som

regard as: betrakte som

 s. 206:

plague(s): pest

replacement(s): erstatning

recruit(v): rekruttere

imply(v): antyde

obliged to: forpliktet til/forplikta til

mend(v): reparere, forbedre/reparere, betre

topical(adj.): aktuell, oppdatert

alternate between: veksle mellom

consume(v): bruke

rate(s): fart

{{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.

--- 205 til 261

They joined young men studying at universities who used to practice 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. 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.

--- 206 til 261

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.

  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?\_

>>> 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 tasks\_

>>> 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.

>>> 5

What TV series

a) would be interesting to see on stage?

b) is most realistic?

c) is least realistic?

d) is most addictive?

Discuss in a small group.

--- 207 til 261

\_Oral tasks\_

>>> 6

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?

>>> 7

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.

\_Written tasks\_

>>> 8

Write a film review of the best film you have ever seen.

>>> 9

Now is your chance to try being a scriptwriter. Write a plot summary of an episode of your favourite TV series.

>>> 10

What is your favourite TV series? Who are the scriptwriters and how do they work? Browse the Internet for some background information.

\_Role play\_

>>> 1

Act out 7 b with a group of classmates.

>>> 12

Work in groups of two to four. Act out a scene from a popular TV series without revealing any names. The class will guess what TV series it is.

{{Oppgaver slutt}}

### xxx3 Shakespearean Quotes

{{Glose:}}

bard(s): skald, dikter/skald, diktar

{{Glose slutt}}

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 for you.

\_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!

--- 208 til 261

## xxx2 C: "Romeo and Juliet" - the Eternal Love Story

{{Gloser:}}

 s. 209:;

nurse(s): her: amme

doomed(adj.): dømt

 s. 210:

orchard(s): frukthage

 s. 213:

hastily (adv.): raskt

insult (v): fornærme

despise (v): forakte

villain (s): kjeltring, skurk

revenge (s): hevn/hemn

 s. 215:

match (s): her: noen hun kan gifte seg med/nokon ho kan gifte seg med

 s. 216:

potion (s): her: giftig drikk, brygg

vault (s): her: familiegravsted/familiegravplass

 s. 217:

dagger (s): dolk

plunge (v): støte/støyte

{{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.

{{Ramme:}}

Some important Shakespearean 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.

--- 209 til 261

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.

--- 210 til 261

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:

  (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.

--- 211 til 261

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.

   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.

--- 212 til 261

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.

  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:

--- 213 til 261

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 unsatisd?

   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.

  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?

--- 214 til 261

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.

  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.

--- 215 til 261

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.

   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;

--- 216 til 261

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.

   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.

--- 217 til 261

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.

  (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.

  She falls on Romeo's body and dies.

{{Fire bilder:}}

1. s. 208: "Romeo + Juliet" (1996) is a modern film adaptation of Shakespeare's play. Leonardo DiCaprio and Claire Danes play the leading roles and the film was directed by Baz Luhrman.

2. s. 209: Romeo and Juliet fall hopelessly in love despite their parents' family feud. The dialogue in the film remains true to the original script, but the plot is set in a modern suburb of Verona.

3. s. 210: Juliet in the balcony scene (in which she declares her love for Romeo) - perhaps the most famous scene in the play.

4. s. 214: In this modern version of the play, swords are replaced by guns.

{{Bilder slutt}}

--- 218 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 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 are arranged marriages an issue today? Discuss in a group.

>>> 7

What is love? Discuss in a group and try to agree on a definition. When you are ready, half of your group will sit with another group to listen to their suggestion and share your definition.

\_Role play\_

>>> 8

Act out a dialogue from "Romeo and Juliet". Learn your part by heart and perform it as convincingly as you can.

\_Written and oral tasks\_

>>> 9

What will your future partner be like? List six or seven characteristics of an ideal partner.

\_Written tasks\_

>>> 10

What would have happened if Romeo had received the message about Juliet being asleep? Write an alternative ending to the tragedy.

>>> 11

Translate a scene from the play into Norwegian.

{{Oppgaver slutt}}

## xxx2 D: The Globe

{{Gloser:}}

 s. 218:

framework (s): her: reisverk

oak (s): eik

flexible (adj.): fleksibel

peg (s): nagle, stift/nagl, stift

 s. 219:

thatched roof (s): stråtekt tak

it got lodged: den landet/han landa

designated areas: områder beregnet på/område berekna på

 s. 220:

on display: på utstilling

gain publicity: få oppmerksomhet/få merksemd

exhibit (v): vise seg fram

in a live capacity: ute blant folk

privilege (s): særrettighet/særrett

charge (v): ta betalt

cushion (s): pute

filthy (adj.): skitten

flea (s): loppe

accommodate (v): ha plass til

drench (v): gjøre gjennomvåt/gjere gjennomblaut

ward off: beskytte seg mot/verne seg mot

{{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.

--- 219 til 261

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. 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.

  As you can see in the picture 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 (for example "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.

--- 220 til 261

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?

{{Bilde:}}

Shakespeare's Globe in London is an impressive construction. It is a replica of the original Globe of Shakespeare's time.

{{Bilde slutt}}

{{Ramme:}}

\_Female Roles\_

{{Gloser:}}

unseemly (adv.): usømmelig/usømeleg

lead (s): bly

{{Gloser slutt}}

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}}

--- 221 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 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 tasks\_

>>> 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 tasks\_

>>> 5

In the future, 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.

>>> 6

Go onto the Globe's official website. Work in pairs. Based on the information you find there, write five questions for your partner. Will he or she be able to answer them after browsing through the website?

\_Written tasks\_

>>> 7

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\_

>>> 8

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.

{{Oppgaver slutt}}

## xxx2 E: This is Incredible, and this is what I want to do with my Life!

{{Gloser:}}

 s. 221

put people off: gjør at folk mister interessen/gjer at folk mister interessa

tear it apart: rive det fra hverandre/rive det frå kvarandre

 s. 222

fuss (s): oppstyr

{{Gloser slutt}}

The actor Robert Williamson used to find Shakespeare boring. One day he suddenly changed his mind!

  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.

--- 222 til 261

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!

{{Bilde:}}

Robert J. Williamson portrays different Shakespearean characters, among them King Henry V.

{{Bilde slutt}}

### xxx3 Universal Literature

{{Gloser:}}

 s. 222

the human condition: det å være menneske/det å vere menneske

ambition (s): ambisjon

 s. 223

indulge (v): hengi seg til, drive med/gi seg hen til, drive med

bawdy (adj.): uanstendig

genitals (s): kjønnsorganer/kjønnorgan

{{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.

--- 223 til 261

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. 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.

  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

{{Gloser}}

genuinely (adv.): virkelig/verkeleg

{{Gloser slutt}}

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. 223:

wrestler (s): bryter

spirited (adj.): energisk

 s. 224:

capable (adj.): dyktig

whining (adj.): hylende/hylande

knockabout (adj.): hardtslående/hardtslåande

fool (s): narr

gag (s): komisk innslag

seamlessly interwoven: elegant blandet inn/elegant blanda inn

{{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.

--- 224 til 261

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 Worlds 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. 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.

{{Bilde:}}

Ophelia is a young noblewoman who loves Hamlet despite his brutality.

{{Bilde slutt}}

--- 225 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 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?

\_Oral tasks\_

>>> 4

What is special about the main character in "As You Like It"?

>>> 5

Discuss:

a) What was your impression of Shakespeare before reading this extract?

b) What is your impression of Shakespeare now?

c) Would you like to watch a performance of a Shakespeare play? Give reasons.

>>> 6

Have you thought about what you want to do with your life? Talk about this in a small group.

\_Written and oral tasks\_

>>> 7

In your view, what are the most typical characteristics shared by all human beings? Write down your thoughts. Then share your ideas with some classmates.

>>> 8

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\_

>>> 9

Watch a YouTube clip of the British Shakespeare Company and Robert Williamson. Write a short review of it.

>>> 10

Solve the crossword puzzle.

{{Kryssorddiagrammet er ikke tilrettelagt.}}

Across:

1 typical ending in tragedies

6 understand

7 be grateful

9 really

10 a good moral quality

Down:

1 full of energy

2 terrible

3 slapstick

4 smoothly

5 town

8 profession

{{Slutt}}

\_Role play\_

>>> 11

Work in small groups. Choose a Shakespearian dialogue you really like, learn it by heart and act it out in front of your classmates.

>>> 12

Robert Williamson suddenly realized what he wanted to do with his life. In a group of three or four, create a role play in which one of the group members suddenly realizes what he or she wants to do with his or her life. Try to be creative.

{{Oppgaver slutt}}

--- 226 til 261

## 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 124-126 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, or 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 tasks\_

>>> 5

Think of a film that has a really tragic ending.

a) Write a plot summary that ends just when the tragic ending is building up.

b) Continue the story from there. Make a happy ending instead.

--- 227 til 261

## 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 on 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 on your favourite author, filmmaker or playwright.

{{Oppgaver slutt}}

## xxx2 Word quest

{{Gloser:}}

accommodate (v): ha plass til

alternate between: veksle mellom

ambition (s): ambisjon

apart from: bortsett fra/bortsett frå

art (v) (are): er

bard (s): skald, dikter/skald, diktar

barrister (s): advokat

bawdy (adj.): uanstendig

capable (adj.): dyktig

charge (v): ta betalt

civil service (s): statsadministrasjon

conjurer (s): tryllekunstner/tryllekunstnar

consume (v): bruke

contrary to: i motsetning til

courtyard (s): gårdsplass/gardsplass

crumb (s): smule

cushion (s): pute

dagger (s): dolk

designated areas: områder beregnet på/område berekna på

despise (v): forakte

doomed (adj.): dømt

dost (v) (does): gjør/gjer

drench (v): gjøre gjennomvåt/gjere gjennomblaut

--- 228 til 261

dress above their station: kle seg over sin stand

equivalent of: det samme som/det same som

everybody was required to: alle var pålagt å/alle var pålagde å

excerpt (s): utdrag

exhibit (v): vise seg fram

expand (v): utvide

filthy (adj.): skitten

flea (s): loppe

flexible (adj.): fleksibel

fool (s): narr

framework (s): her: reisverk

fuss (s): oppstyr

gag (s): komisk innslag

gain publicity: få oppmerksomhet/få merksemd

gallery (s): her: søylegang

genitals (s): kjønnsorganer/kjønnsorgan

genuinely (adv.): virkelig/verkeleg

Grammar school (s): tilsvarende videregående skole/tilsvarande vidaregåande skole

hastily (adv.): raskt

hath (v) (has): har

highbrow (adj.): finkulturell

imply (v): antyde

in a live capacity: ute blant folk

in Shakespeare's day: på Shakespeares tid

indulge (v): hengi seg til, drive med/gi seg hen til, drive med

inn (s): vertshus

insult (v): fornærme

it got lodged: den landet/han landa

knockabout (adj.): hardtslående/hardtslåande

lead (s): bly

live on benefits: leve på sosial stønad

match (s): her: noen hun kan gifte seg med/nokon ho kan gifte seg med

mayor (s): borgermester/borgarmeister

mend (v): reparere, forbedre/reparere, betre

missionary purpose: misjonerende hensikt/misjonerande formål

nurse (s): her: amme

oak (s): eik

obliged to: forpliktet til/forplikta til

on display: på utstilling

orchard (s): frukthage

outfit (s): antrekk

peg (s): nagle, stift

plague (s): pest

plainly (adv.): enkelt

plunge (v): støte/støyte

portico (s): svalgang

potion (s): her: giftig drikk, brygg

privilege (s): særrettighet/særrett

put on plays: sette opp stykker/setje opp stykke

put people off: gjør at folk mister interessen/gjer at folk mister interessa

rate (s): fart

recruit (v): rekruttere

Reformation (s): reformasjonen

regard as: betrakte som

replacement (s): erstatning

revenge (s): hevn/hemn

seamlessly interwoven: elegant blandet inn/elegant blanda inn

--- 229 til 261

shabbily (adv.): på en sjasket (shabby) måte/på ein sjaskete (shabby) måte

spirited (adj.): energisk

stage a play: iscenesette et stykke/setje i scene eit stykke

tear it apart: rive det fra hverandre/rive det frå kvarandre

thatched roof (s): stråtekt tak

the human condition: det å være menneske/det å vere menneske

thee (pron.) (you singular): du

thine (pron.) (yours singular): dine

thou (pron.) (you singular): du

thy (pron.) (your singular): din

thyself (pron.) (yourself): deg selv/deg sjølv

topical (adj.): aktuell, oppdatert

unseemly (adv.): usømmelig/usømeleg

vault (s): her: familiegravsted/familiegravplass

villain (s): kjeltring, skurk

virtue (s): dyd

void (s): tomrom

wandering minstrels: omvandrende underholdere/omvandrande underhaldarar

ward off: beskytte seg mot/verne seg mot

whining (adj.): hylande

wrestler (s): brytar

{{Gloser slutt}}

--- 230 til 261

{{Bildeside: Fotgjengerfelt på kryss og tvers fulle av mennesker.}}

--- 231 til 261

# xxx1 Chapter 8: We are the Future

In a few months time you will probably 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.

--- 232 til 261

## xxx2 A: Cherrie - a Hairdressing Student

{{Gloser:}}

 s. 232

cortex (s): her: ytterste laget på et hårstrå/ytste laget på eit hårstrå

medulla (s): innerste laget på et hårstrå/inste laget på eit hårstrå

cuticle (s): her: beskyttende lag på et hårstrå/vernande lag på eit hårstrå

dye hair (v): farge hår

block (s): her: øvelseshode/øvingshovud

uneven (adj.): ujevn/ujamn

 s. 233

buckle down: gjøre noe på alvor/gjere noko på alvor

assessment (s): vurdering

{{Gloser slutt}}

{{Tre bilder:}}

1. Cherrie has learned a lot and is looking forward to becoming a hairdresser.

2. og 3. Cutting and dyeing hair is part of the job, but hairdressing studies involve much more. Read the text and find out.

{{Bilder slutt}}

I have always liked doing people's hair. Since I was about the age of three I used to sit at home and practice 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.

--- 233 til 261

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?\_

>>> 1

Why do hairdressing students learn about face shapes?

>>> 2

How often does Cherrie practice?

>>> 3

What does Cherrie think about her studies?

\_Oral tasks\_

>>> 4

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 tasks\_

>>> 5

Some men go bald in their twenties.

Write down some arguments, then discuss.

a) Are bald men less attractive?

b) Is it worse for a woman to lose her hair?

>>> 6

Do a drawing of a cool hairstyle and write a description of it.

\_Role play\_

>>> 7

A: You are a hairdressing student and today you are going to practice 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 or her some specific questions to get a basic idea of what he or 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}}

--- 234 til 261

## xxx2 B: Vets for Pets

{{Gloser:}}

limb (s): lem, arm eller bein

cardiovascular system (s): hjerte- og karsystem/hjarte- og karsystem

respiratory system (s): puste- eller åndedrettssystem/puste- eller andingssystem

preclinical (adj.): preklinisk, første delen av et medisinstudium/preklinisk, første delen av eit medisinstudium

clinical (adj.): klinisk, siste delen av et medisinstudium, der studenten får behandle pasienter/klinisk, siste del av eit medisinstudium der studenten får behandle pasientar

campus (s): universitetsområde

surgery (s): her: veterinærkontor

{{Gloser slutt}}

 \_Laura\_

I've 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 practicing quite soon. So far, we have practiced 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. 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.

 \_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're 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'm ridiculously, unbelievably passionate about animals! I think they're 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.

{{To bilder:}}

1. Laura and Natasha are studying Veterinary Medicine in London. They are both passionate about animals.

2. A full-grown female lion weighs about 150 kilos. The vet cannot treat her without assistance. Let's hope the general anaesthetic works!

{{Bilder slutt}}

--- 235 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 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 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 tasks\_

>>> 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 tasks\_

>>> 7

A foreign exchange student has been sitting in on your lessons for three weeks. He or she has to write a report on the Norwegian school system in general and more specifically about your school. Write the report from his or her perspective.

{{Oppgaver slutt}}

--- 236 til 261

## xxx2 C: Above the Clouds

{{Gloser:}}

actually (adv.): faktisk

air hostess (s): flyvertinne

intimidating (adj.): skremmende/skremmande

people skills: god på å ha med mennesker å gjøre/god på å ha med menneske å gjere

manager (s): leder/leiar

{{Gloser slutt}}

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.

### xxx3 A Rewarding Profession

{{Gloser:}}

rewarding (adj.): tilfredsstillende/tilfredsstillande

possess (v): ha

daring (adj.): vågal

have a good grasp of: være god på/vere god på

essential (adj.): helt nødvendig/heilt nødvendig

aerodynamics (s): aerodynamikk, flyfysikk

{{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.

{{Bilde:}}

Emma has learnt how to fly a plane and she loves it.

{{Bilde slutt}}

--- 237 til 261

### xxx3 Take-off

{{Gloser:}}

file (v): registrere

book beacon slots: få utlevert tidspunkter for når flyet skal være hvor/få utlevert tidspunkt for når flyet skal vere kvar

airspace controller (s): flygeleder/flygeleiar

fuel (v): fylle opp flybensin

instrument route (s): reiserute for fly som flyr på instrumenter/reiserute for fly som flyr på instrument

frequency (s): frekvens

get clearance to go: få tillatelse til å ta av/få løyve til å ta av

{{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 airspace 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.

{{To bilder:}}

1. What keeps a plane airborne? That is one of the things you need to learn to become a pilot.

2. Inside the cockpit of a modern airliner.

{{Bilder slutt}}

### xxx3 Getting a Job

{{Gloser:}}

simulator check: prøvefly i simulator

rigorous (adj.): vanskelig/vanskeleg

psychometric assessment: en slags psykologisk test/ein slags psykologisk test

preferences (s): det man foretrekker/det ein føretrekkjer

interact (v): samhandle med andre/interagere

management (s): ledelse/leiing

{{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.

--- 238 til 261

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

{{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?"

{{Bilde: Tegning av en forskrekket mann ved spakene i et fly}}

{{Ramme slutt}}

--- 239 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 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 check?

\_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 21\_st\_ 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 tasks\_

>>> 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 hidden nine 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}}

--- 240 til 261

## xxx2 D: Fighting Fires and Saving Lives

### xxx3 Firefighters

{{Gloser:}}

excavate (v): grave

trench (s): grøft

geared towards: utstyrt for å

{{Gloser slutt}}

tear cars apart: rive biler fra hverandre/rive bilar frå kvarandre

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

{{Gloser:}}

 s. 240:

exchange (v): utveksle

go off their shift: gå av/avslutte skiftet

vacuum (v): støvsuge

basic chores: småting som skal gjøres daglig/småting som skal gjerast dagleg

pitch in (v): bidra

community meal (s): fellesmåltid

catch up on: ta igjen, komme à jour med

  s. 241:

communal dorm (s): felles sovesal

{{Gloser slutt}}

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.

--- 241 til 261

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

{{Gloser:}}

work out (v): trene

monitor (v): kontrollere, overvåke/kontrollere, overvake

vision (s): syn

{{Gloser slutt}}

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

{{To bilder:}}

1. Matt and Tim in front of a fire engine in Vancouver, Washington.

2. Practicing is an important part of a normal day at work.

{{Bilder slutt}}

### xxx3 Saving Lives

{{Gloser:}}

  s. 241:

extend (v): nå ut

injured (adj.): skadet/skadd

 s. 242:

surgeon (s): kirurg

x-ray (s): røntgen

emergency dispatcher (s): de som sender ut nødoppdragene/ dei som sender ut naudoppdraga

vital signs: livsviktige funksjoner/ livsviktige funksjonar

transmit (v): overføre

saturated (adj): mettet/ metta

{{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.

--- 242 til 261

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. 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.

--- 243 til 261

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

{{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}}

{{To bilder:}}

1. s. 242: A modern ambulance is full of hightech equipment.

2. s. 243: Modell av kroppen med følgende organer merket av: Brain, Vein, Artery, Heart, Liver, Stomach, Lung, Gallbladder, Small intestine, Large intestine.

{{Bilder slutt}}

--- 244 til 261

{{Oppgaver:}}

\_Did you get it?\_

>>> 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?

\_Oral tasks\_

>>> 4

Study the lifesaving procedures in the box (rammeteksten) on page 243 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 tasks\_

>>> 5

Study the picture of the human body on page 243. 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 tasks\_

>>> 6

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\_

\_Role play\_

>>> 7

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 practice 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 Language Corner

Linking words and phrases, or cohesive links, are very important elements in all writing. 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 183-185 in \_Crossroads 10B\_ and do the exercises.

--- 245 til 261

## 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

Write 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 couple of paragraphs about this.

## xxx2 Dig into it

{{Oppgaver:}}

>>> 1

Interview someone you know about his or her profession. Give a short oral presentation on 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

Use a digital recorder to interview your English teacher about the advantages and disadvantages of his or her profession.

>>> 5

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.

>>> 6

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}}

--- 246 til 261

## xxx2 Word quest

{{Gloser:}}

actually (adv.): faktisk

aerodynamics (s): aerodynamikk, flyfysikk

air hostess (s): flyvertinne

airspace controller (s): flygeleder/flygeleiar

assessment (s): vurdering

basic chores: småting som skal gjøres daglig/småting som skal gjerast dagleg

block (s): øvelseshode/øvingshovud

blood pressure (s): blodtrykk

book beacon slots: få utlevert tidspunkter for når flyet skal være hvor/få utlevert tidspunkt for når flyet skal vere kvar

buckle down: gjøre noe på alvor/gjere noko på alvor

campus (s): universitetsområde

cardiovascular system (s): hjerte- og karsystem/hjarte- og karsystem

catch up on: ta igjen, komme à jour med

clinical (adj.): klinisk, siste delen av et medisinstudium, der studenten får behandle pasienter/klinisk, siste del av eit medisinstudium der studenten får behandle pasientar

communal dorm (s): felles sovesal

community meal (s): fellesmåltid

cortex (s): her: ytterste laget på et hårstrå/ytste laget på eit hårstrå

cuticle (s): beskyttende lag på et hårstrå/vernande lag på eit hårstrå

daring (adj.): vågal

dye hair (v): farge hår

emergency dispatcher (s): de som sender ut nødoppdragene/dei som sender ut naudoppdraga

essential (adj.): helt nødvendig/heilt nødvendig

excavate (v): grave

exchange (v): utveksle

extend (v): nå ut

file (v): registrere

frequency (s): frekvens

fuel (v): fylle opp flybensin

geared towards: utstyrt for å

get clearance to go: få tillatelse til å ta av/få løyve til å ta av

go off their shift: gå av, avslutte skiftet

have a good grasp of: være god på/vere god på

injured (adj.): skadet/skadd

instrument route (s): reiserute for fly som flyr på instrumenter/reiserute for fly som flyr på instrument

interact (v): samhandle med andre/interagere

intimidating (adj.): skremmende/skremmande

limb (s): lem, arm eller bein

management (s): ledelse/leiing

manager (s): leder/leiar

medulla (s): innerste laget på et hårstrå/inste laget på eit hårstrå

monitor (v): kontrollere, overvåke/kontrollere, overvake

--- 247 til 261

people skills: god til å ha med mennesker å gjøre/god til å ha med menneske å gjere

pitch in (v): bidra

possess (v): ha

preclinical (adj.): preklinisk, første delen av et medisinstudium/preklinisk, første delen av eit medisinstudium

preferences (s): det man foretrekker/det ein føretrekkjer

psychometric assessment: en slags psykologisk test/ein slags psykologisk test

pulse (s): puls

respiration (s): pust

respiratory system (s): pusteeller åndedrettssystem/puste- eller andingssystem

rewarding (adj.): tilfredsstillende/tilfredsstillande

rigorous (adj.): her: vanskelig/vanskeleg

saturated (adj.): mettet/metta

simulator check: prøvefly i simulator

surgeon (s): kirurg

surgery (s): her: veterinærkontor

tear cars apart: rive biler fra hverandre/rive bilar frå kvarandre

transmit (v): overføre

trench (s): grøft

uneven (adj.): ujevn/ujamn

vacuum (v): støvsuge

vision (s): syn

vital signs: livsviktige funksjoner/livsviktige funksjonar

work out (v): trene

x-ray (s): røntgen

{{Gloser slutt}}

--- 248 til 261

# xxx1 Wordlist

A

abandoned 160

a bigger vision 108

ability 236

abolish 45

absorb 26

abstract 153

abundance 140

academically inclined 69

accommodate 73, 220

accomplishment 93

accordingly 70

according to 12

account 122

acknowledge 41

acquire 188

acronym 72

actually 236

adapt 122

adequate 104, 140

adjust 107

adrenalin kick 64

advent 104

aerodynamics 236

affect 37

affluence 34

agonising 103

a good grasp of 236

aim to 124

air hostess 236

airspace controller 237

alert 32

allegiance 16

alternate between 206

alter the keel area 99

amazing 183

ambition 222

amplify 20

anchor 102

anchovy 51

ancient 97

anger 168

Antarctica 49

anti-poaching 124

apart from 204

appall 36

apparent 28

apparently 98

appeal 37

appearance 26

appoint 52

appreciate 131

apprentice 188

approximately 34

a range of 140

archetypal 16

arid 22

a rough idea of 153

artillery round 150

artillery unit 150

artistry 182

ascetic 36

assessment 233

assignment 164

assist 141

associate 36

associated with 141

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