Access to International English – Programfaget Internasjonal Engelsk

(s. 5-349) - Robert Anthony, John; Burgess, Richard; Mikkelsen

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# xxx1 Generell merknad for Statpeds leselistbøker

Bilder er utelatt

Gloser i margen kommer etter tekstene, og har overskrift xxx3 Glossary

xxx innleder overskrifter. Overskriftsnivået vises med tall: xxx1, xxx2 osv.

--- innleder sidetallet.

Uthevingstegnet er slik: \_. Generelt er det lite som er uthevet.

Eksempel: \_Denne setningen er uthevet\_.

Ordforklaringer, gloser eller stikkord finner du etter hovedteksten og eventuelle bilder.

Stikkordsregistre og kilder er utelatt. Kolofonen og baksideteksten finner du til slutt i denne filen.

# xxx1 Preface

Welcome to the revised edition of Access to International English, a textbook designed to meet the goals specified for the five-hour English course in international English (Internasjonal engelsk – programfag i studiespesialiserende utdanningsprogram).

Although the basic structure of this textbook remains a division into six chapters corresponding to the goals set out for the course, the content and order of these chapters have been significantly changed, reflecting feedback we have gotten from teachers and students.

Chapter 1 now introduces the scope of international English in a more succinct way. The topic of international English and the media has been moved forward to Chapter 2 in recognition of the impact of revolutionary developments in communication over the last decade. Chapter 3 now combines the experiences in multiculturalism of both Great Britain and the United States – as well as other English-speaking nations – to give a more thorough treatment of the theme. Chapter 4 revises the impact of international English and globalization in light of the economic crisis that has determined so many international developments since late in the first decade of the 21st century. Chapter 5 gives a combined presentation of both international educational and work opportunities now open to students who master English. The content of Chapter 6 is now devoted solely to literature, providing a structured presentation of literary analysis making use of short stories and poems selected from around the English-speaking world. Literature is not confined to this chapter, however. As in the first edition, it is to be found in all chapters in combination with many other forms of texts.

Perhaps the most significant revision in this edition is the inclusion of a Writing Course and a Language Course found as separate units at the end of the six chapters. Although each of these units may be read separately, together they represent a systematic approach to mastering the skills of composition, style, genre and some of the more challenging aspects of English grammar. Students are directed to these units in many of the tasks found throughout the book.

Over the last decade the use of computers and the internet has become an integrated part of the classroom in upper secondary schools. Access to International English makes full use of this resource through its extensive and free website at Included there are interactive tasks, updated articles, links for in-depth assignments found in "Digging Deeper" (a new addition to the textbook), movie and novel analyses and tasks – and much more. The website also contains Teacher's Resources, including a suggested year plan, keys to tasks and PowerPoint presentations of core texts, among other things.

Access to International English is first and foremost a textbook for the instruction of English, but it is also meant to be a portal to the international connections and opportunities English provides. We hope you will find this revised edition both enjoyable and rewarding to use.

John Anthony, Richard Burgess, Robert Mikkelsen.

Interactive tasks:

comprehension, vocabulary, language access.cappelendamm.no

Self-evaluation access.cappelendamm.no

Novel and Film Study access.cappelendamm.no

Toolbox access.cappelendamm.no

+ = challenging task

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# xxx1 Chapter 1: A World Language – Introduction to International English

Competence aims in focus:

The aims of the studies are to enable pupils to

-- give examples of other varieties of English than those that are used in the Anglo-American core area, and reflect on their distinctive character

-- give an account of fundamental principles for constructing texts in a variety of genres

-- give an account of fundamental features of English usage and linguistic structure

(Translation: udir.no)

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## xxx2 Timeline: The History of The English Language

Old English (410-1150 AD)

-- 410–600: Southern Britain invaded and settled by Germanic tribes who spoke languages from which English evolved

-- 789: First Viking invasion of Britain. Settlements established. Vikings bring 2000 words into English

-- 1066: England is invaded by William of Normandy. French becomes the language of administration and power

Middle English (1150-1500)

-- 1150–1500: English develops – a Germanic language with much French vocabulary

-- 1362: English becomes official language of the law courts (instead of French)

-- 1413–22: Henry V the first monarch to use English at court

-- 1474: Introduction of printing press by William Caxton

Modern English (1500-present)

-- 1500–1920: Growth of British Empire

-- 1500: English spoken by about five million people

-- 1526: First full English translation of the Bible (banned in England)

-- 1532–58: The English Reformation: English becomes the language of the Church of England

-- 1607: English first arrives on the North American continent (Jamestown colony in Virginia)

-- 1616: The death of William Shakespeare, the most famous writer in English

-- 1755: Samuel Johnson publishes his English dictionary

-- 1776: The United States declares its independence from Great Britain

-- 1788: English first arrives in Australia (penal colony in Botany Bay)

-- 1828: Noah Webster publishes his American English dictionary

-- 1860: Population of the US exceeds that of the UK

-- 1920: The British Empire at its height with 450 million subjects

-- 1945: The USA emerges as a global superpower

-- 1947: India becomes independent. English retained as an official language (alongside Hindi)

-- 1969: Foundation of the internet laid in the US

-- 1991: World Wide Web launched – in English

-- 2000: 1 billion learners of English worldwide

-- 2010: English spoken in over 100 nations making up 49% of the world's population

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### xxx3 Tasks

1 Chronology quiz

Review the timeline. Now try to put the following events in the right order, with approximate dates (don't peek!):

-- First full Bible translation in English

-- Norman invasion

-- American independence

-- More native speakers of English in US than in UK

-- Invasion by Germanic tribes

-- First English monarch to speak English at court

-- First Viking invasion

-- Noah Webster publishes his American English dictionary

2 Quick research

Pick one of the following topics and present a short report on it to a fellow pupil. If you meet someone with the same answer as you, combine your answers and move on to the next person.

-- The Declaration of Independence

-- The penal colony at Botany Bay

-- Henry V

-- Samuel Johnson's dictionary

-- The Jamestown colony

-- The first Viking invasion of England

-- Noah Webster

3+ Creative writing (Challenging task)

Looking back at history it may seem as if things had to turn out the way they did. But that's not true.

Things might have turned out differently.

Choose one of the scenarios below and write a short account of what might have happened to English (and thereby to the language situation in the world) if:

a. the Vikings had conquered the whole of Britain.

b. England had decided in the 16th century that North America was not worth the trouble and had left it to its colonial rivals, France, Spain and the Netherlands.

c. British forces had crushed the American Revolution in the 1770s.

The Lord's Prayer through the ages:

Old English (11th century): (utelatt tekst).

Middle English (approx. 1380): Oure fadir that art in heuenes, halewid be thi name.

Early Modern English (Book of Common Prayer, 1559): Our Father which art in heaven, hallowed be thy name.

Late Modern English (The New Testament in Modern English, 1963): Our Heavenly Father, may your name be honored.

Would you like to learn more about the way English evolved into a world language? Go to access.cappelendamm.no and find the article called "English – the story of the Ugly Duckling". Tasks are included.

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## xxx2 Introduction: Worlds of English

Before reading: Looking at the diagram on page 11 (diagrammet er utelatt), how many different kinds of English do you think you have actually heard in person or in films, on TV or the internet? Is there any one accent which you prefer? Compare your answer with a fellow pupil's. (Note on the diagram: "World Standard English" is based on the British or the American forms of the language.)

Welcome to the world of international English! Whether you know it or not, you are already a part of this world. It consists of all those people who speak English as a second language (ESL), as a foreign language (EFL), or for special purposes (ESP) – as well as the native English speakers they communicate with.

-- ESL is English people learn in addition to their mother tongue so they can take part in the life of the country in which they live. An example might be Spanish-speaking Mexican Americans in the United States.

-- EFL is English learned by individuals who have no daily contact with the language. Many adult Chinese are, for example, today learning English as a foreign language.

-- English for special purposes is usually designed to give people some specific English skills in, for example, trades, business or other professions.

In all its forms, English has become the world's most important international language. Today, an enormous amount of English is written and spoken outside of the original English-speaking countries. In fact, although English has a large number of native speakers worldwide – about 340 million – even these numbers are small compared with the number of people internationally who have at least some working knowledge of the language – an estimated two billion. Together they make up the world of international English, by far the largest language group on earth. English no longer belongs only to its native speakers. It has become the "lingua franca" of the world and now also belongs to this vast international community.

This world is a fascinating and challenging place in many ways. English has become important in many fields. For example:

-- English has become the language of international education. Pupils from countries all over the world meet at international schools to study together using English as their working language. Students go abroad to universities and colleges which offer courses in English. Throughout the world, professional training in many fields has also become available in English.

Margtekst: Lingua franca: A language or a mixture of languages used as a medium of communication by people whose native languages are different.

--- 11 to 349

-- English has become the language of international business and trade in this age of economic globalization, helping to smooth the movement of goods, services and employees around the world. This has led to English becoming the daily working language of many corporations based outside English-speaking nations – for example, Statoil and Telenor in Norway.

-- English has become the dominant language of international diplomacy, both for nations and for large international organizations like the United Nations or the Red Cross.

-- English has become a powerful international player in the fields of art and entertainment. British and American films, TV programs and popular music have been exported all over the world. English has also become the language chosen by many authors, song writers, movie makers and performers trying to reach an international audience.

-- English has been adopted by science and technology as the preferred international language. Researchers from around the world meet in conferences to exchange their ideas and findings in English.

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-- English is the most important language in the world of digital communications, including net surfing, social networks, online gaming, virtual worlds and much more.

### xxx3 Questions

The spread of English as an international language raises many interesting and sometimes disturbing questions. Is international English now so strong that it is a threat to other nations' languages and cultures? There is no doubt that some countries, such as France, view it that way. To counteract the influence of English, the French once passed a law which said that at least 40 percent of all songs on the radio had to be in French.

Or does English, quite the opposite, actually help smaller languages and their cultures by allowing these to communicate with one another and the larger world community? For example, what would the world know of Norwegian authors like Henrik Ibsen, Sigrid Undset or Jo Nesbø if they had never been translated into English? Or could a pop group like a-ha have reached a world audience singing in Norwegian?

Perhaps not, critics of international English might admit, but was a-ha a product of Norwegian culture at all? This raises deeper questions. What is a culture made up of? What is native to it and what is foreign? Who decides these things – the government, the people, the media? Does international English enrich the cultures of the world or does it drain them of their uniqueness?

Globalization has taken this question of identity a step further. Today English not only reaches out between cultures internationally. Increasingly it brings new and exciting impulses to English-speaking nations through new immigrants and their ethnic communities that enrich the established culture. Today both the United Kingdom and the United States are more multicultural than they have ever been in their histories. Some feel threatened by this meeting and mixing of cultures at home and abroad. Others welcome the opportunities and challenges it brings.

Whatever you think of these matters, everyone can at least agree that the spread of English has enriched the language itself. Today there are many different recognized forms of English in the international community. For example, on the computer on which this introduction is now being written there are 18 different English spelling and grammar programs, all correct for that part of the world for which they are intended.

Margtekst: Microsoft Office Word 2007

Varieties of English: spelling and grammar check:

Australia – Belize – Canada – Caribbean – Great Britain – Hong Kong – India – Indonesia – Ireland – Jamaica – Malaysia – New Zealand – Philippines – Singapore – South Africa – Trinidad & Tobago – USA – Zimbabwe

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Some people now go so far as to deny that there is any standard form of "proper" international English at all! After all, they argue, when an Argentinian and a Bulgarian close a business deal in English, the point is not whether they get their verb-endings right. The point is that they have successfully communicated – whatever the grammar or spelling. Legal experts can write up the contracts.

This is not a view English teachers can support, of course. A standard is necessary when learning a language. But teachers would be the last to deny that international English has enriched the literature of the language. Today there is a wide selection of famous authors in English from outside the "core" areas of native English speakers in Great Britain, North America or Australia. These international authors come from places as widespread as India, Jamaica, Singapore and Nigeria. Taken together, they make up a contribution to world literature on an equal footing with British or North American authors.

For better or for worse then, international English has become an integral part of the world – your world. How will you use it in your life? What effect will it have on your career? On your nation? On your future? Will you become part of an international organization, or perhaps one of the authors, artists or songwriters using international English to express yourself? Will you end up as part of an international English-speaking social network or movement? Or will international English simply become a useful tool you can employ when you vacation abroad or meet colleagues from different cultures and countries?

Whatever your use for it, this year will give you a guided tour of the world of international English and the chance to sharpen and extend your English skills so that this world will be at your command.

Spot check

a. What form of English are you learning – ESL, EFL or ESP?

b. Are there more native speakers than non-native speakers of English?

c. Which nation passed a law to limit the influence of English?

d. Why are there so many grammar and spelling programs for English?

### xxx3 Glossary

Glossary page 10

to estimate: å beregne, å anslå / å berekne, å anslå

community: fellesskap

Glossary page 11

field: fagfelt, kunnskapsområde

trade: handel

corporation: aksjeselskap

author: forfatter/forfattar

science: vitenskap/vitskap

Glossary page 13

disturbing: foruroligende/forstyrrande

native: original, opprinnelig / original, opphavleg

to enrich: å berike / å gjere rikare

to drain: å tappe, å tørke ut

multicultural: flerkulturell/fleirkulturell

recognized her: offisielt anerkjente / offisielt anerkjende

Glossary page 14

to deny: å nekte for

to argue: å hevde, å diskutere

selection: utvalg/utval

core: kjerne

on an equal footing with: på lik linje med

for better or for worse: på godt og vondt

integral: vesentlig/vesentleg

to employ her: å anvende / å bruke

to extend: å utvide, å forlenge

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### xxx3 Tasks

1 After reading

a. How good must your English be to take part in the world of international English? Is it good enough now? How could you improve it? Describe the level of English you want to attain to a fellow student and then hear what he or she has to say.

b+. (Challenging task) It might be a good idea to assess your own competence in English at the beginning of the school year. Go to access.cappelendamm.no and find "Self-evaluation" there. Use the self-evaluation table to help you check your progress and pinpoint where there is need for improvement in your English language learning.

2 Main ideas

Close the book and make a list of the ways in which English has become the most widespread language in the world. Find a partner and compare lists.

Then review the text and see if you left out any points mentioned there.

3 Discussion

Form groups of three and work on the following tasks:

a. Make a list of the ways in which you came into contact with English during the last week. What does this tell you about the position of English in Norway?

b. Do you expect to have use for your English outside of school in the coming year? If so, what do you believe you will be using it for?

c. Do you expect to use English in your further education and/or in your eventual profession? If so, in what way?

d+. (Challenging task) New words that enter Norwegian from English can be used in three different ways. We can:

-- create a Norwegian word that can be used instead, e.g. brainstorm = idedugnad

-- change the spelling (so-called "norvagisering"), e.g. tough, strike = tøff, streik

-- keep the original spelling, e.g. cowboy

Find examples of 2-3 words from each category that are used in Norwegian today.

e+. (Challenging task) Read the excerpt below from a comment by a Norwegian journalist, and then give your personal response to the following quotation: "The Norwegian language needs to be protected against words imported from English."

«Se på han duden der!»

«Joiner du oss, eller?»

«Å, dette her var scary, creepy og noe helvetes shit!»

«Vi har mange likes. Det er veldig bra.»

Et sminketips i motebladet Cosmo: «Legg en lys foundation eller concealer blandet med skimmerkrem over hele ansiktet.»

Random, attitude, boxer, sneakers, location, game, tan, no-lifer, gate, crew, boardingcard, case, backup, feedback: listen over engelske ord og uttrykk som har sneket seg inn i språket og som er i ferd med å ødelegge det, er utrolig lang.

Uansett irriterer jeg meg noe voldsomt når jeg hører unge mennesker snakke et norsk ispedd trendy (oi, der smatt det inn et engelsk ord hos meg ogsa, gitt) engelske ord og uttrykk. Å klare oss helt uten påvirkning fra utenlandske språk er nok urealistisk. Men noen ord kunne vi veldig gjerne greid oss uten. Og noen ikke. Som for eksempel iPad. Å kalle det padde slik enkelte gjør, er til å dra pa smilebåndet av. Kanskje det er en tapt kamp å bekjempe anglifiseringen. Med de sosiale mediene, som ingen hittil har lykkes i a fornorske (fjesbok for Facebook. LOL!) og ny teknologi er den språklige påvirkningen så sterk at vi nok må leve med anglifiseringen. Uansett hvor annoying det er!

(Excerpt: Erik Hollie: «Så annoying, altså!» Aftenposten, 18 January 2012)

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4 Writing

Choose one task:

a. Write a personal essay (see p. 254) about an experience you have had using international English while you have been on vacation, abroad or in Norway. Did it involve a native speaker or another non-native speaker like yourself? Did it go well?

b+. (Challenging task) Write a persuasive essay (see p. 254) in which you either support or oppose the idea that English is a threat to Norwegian language and culture.

5 Taking action

a. Make groups of three. This afternoon go to your local shopping mall (or downtown shopping area). See if you can find English being used in shop names, advertisements, in instructions how to use products, in information about products, in books or magazines for sale, in music or movies available or in other ways. Make a note of 5 to 10 ways English is being used.

b. Compare your lists in class the next day. What kinds of uses are most common? Discuss what would happen if Norwegians were not able to understand these uses of English.

6 Reading a diagram

Form groups of three. Look at the diagram of "Varieties of English" on page 11 and answer the following questions:

a. What lies at the center of the wheel?

b. How many standard forms of English does the wheel include?

c. What is the total number of varieties these standard forms are divided into?

d+. (Challenging task) What can you conclude about the variety of English in the world from this chart?

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7 Working with statistics

a. Take a look at Table 1 and then answer the questions below it.

Tabel 1: The Top Ten Languages in the World by Native and Second Language Speakers (millions)

|  |  |  |  |
| --- | --- | --- | --- |
| Language | Native | 2nd. Lang. | Total |
| 1) Chinese | 873 | 178 | 1,051 |
| 2) Hindi | 370 | 120 | 490 |
| 3) Spanish | 350 | 70 | 420 |
| 4) English | 340 | 375 | 715 |
| 5) Arabic | 206 | 24 | 255 |
| 6) Portuguese | 206 | 10 | 216 |
| 7) Bengali | 196 | 19 | 215 |
| 8) Russian | 145 | 110 | 255 |
| 9) Japanese | 126 | 1 | 127 |
| 10) German | 101 | 128 | 229 |

Sources: see p. 350.

-- Which language has the greatest number of native speakers?

-- Which language has the greatest number of second language speakers?

-- Which language has the smallest number of second language speakers?

-- Do any languages have more second language speakers than native speakers?

-- In which order would these language appear if arranged according to the total number of speakers?

b+. (Challenging task) Compare Table 1 and Table 2.

Tabel 2: Number of articles in Wikipedia’s Database by Language (2012)

|  |  |  |
| --- | --- | --- |
| Rank | Language | Articles |
| 1 | English | 2,259,431 |
| 2 | German | 715,830 |
| 3 | French | 629,004 |
| 4 | Polish | 475,566 |
| 5 | Japanese | 472,691 |
| 6 | Italian | 418,969 |
| 7 | Dutch | 413,325 |
| 8 | Portuguese | 363,323 |
| 9 | Spanish | 337,860 |
| 10 | Swedish | 276,212 |

Sources: see p.350

-- Which languages occur in both tables?

-- How has the ranking of these languages changed?

-- Which languages are missing in Table 2 compared with Table 1 ?

-- Which languages are included in Table 2 but not in Table 1?

-- Can you suggest any reasons why there are differences in ranking and inclusion of languages between the two tables?

c+. (Challenging task) Using the information you have collected by answering the questions, write a paragraph on what the two tables say about the position of English in the world today.

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Before reading: One reason for the success of English internationally is that it is wide open to words from other languages. Skiing is a good example. But what would happen if all these borrowed words had a mind of their own? What if they decided to return where they came from, leaving English to fend for itself? That is the light-hearted question posed below.

## xxx2 Reporting from the Frontline of the Great Dictionary Disaster

by John Agard (b. 1949, Guyana / UK)

Why has the English dictionary grown so thin?

Why is it weeping between its covers?

Because today is the day

all words of foreign origin

return to their native borders.

Linguists are rioting in the streets.

Crossword lovers are on hunger strike.

But words are voting with their feet

and familiar objects across the British Isles

have staged a mass evacuation.

Anoraks

have been seen flying off backs

remaking their Inuit tracks.

Bananas

hands forming a queue

are now bound for a Bantu rendezvous.

Hammocks

leave bodies in mid-swing

and billow back to a Carib beginning.

Pyjamas

without regard to size or age

take off on a Hindu pilgrimage.

Sofas

huddle themselves into caravans,

their destination – the Arabian sands.

Even Baguettes

(as we speak) grab the chance

to jump the channel for the south of France.

This is a tragedy

turning into a comedy

for reports are reaching us by satellite

that in the wee hours of the night

the ghosts of ancient Greeks and Romans

have been preparing an epic knees-up

to mark the homecoming of their word-hoard.

Stay tuned for live and direct coverage

on this day a dictionary mourns its language.

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### xxx3 Glossary

Glossary page 19

origin: opphav

linguist: språkforsker, lingvist / språkforskar, lingvist

to stage: her: å organisere

Inuit: inuitt

Bantu: medlem av bantufolk (zulu)

rendezvous: møte

to billow: å bølge, å sveve, å flyte

pilgrimage: pilegrimsreise

to huddle: å klumpe el. trenge seg sammen / å klumpe el. trenge seg saman

the wee hours: de små timer / dei små timar

to mourn: å sørge (over)

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### xxx3 Tasks

1 Discussion

Talk about the following:

a. Were you surprised to learn that the words mentioned as leaving were actually foreign? If so, which surprised you most and why?

b. From what parts of the world do these various words come? How did they get into English, do you suppose?

c+. (Challenging task) It is reported that "linguists are rioting" and crossword lovers "are on hunger strike." Why? What are they upset about?

d+. (Challenging task) When the poet says the English dictionary is "weeping between its covers" he is making a pun. What is it?

2 Vocabulary

a. Can you find other foreign words that would be fleeing from the English dictionary on this day? Make a list and compare notes with a classmate. (P.S. You can use your dictionary for this, but be quick before they all leave.)

b+. (Challenging task) Some of the words fleeing the English dictionary in this poem have also become part of Norwegian vocabulary. Which?

c. Speaking of words, what is a "knees-up" and why would the Greeks and Romans be having one?

3 Analyzing poetry (Challenging task)

a. Why do you think the poet chose to write this in the form of a news report? How does this affect the way the reader experiences the poem?

b. One of the many tools a poet has is "personification"; that is, giving human characteristics to objects and animals. What examples of personification can you find in this poem? What effect does this have?

4 Analysis

Below is a short biography of the writer of the poem "Reporting from the Frontline of the Great Dictionary Disaster". It is awful! There are too many disjointed and repetitive sentences. See if you can improve it by writing longer, compound sentences. (See page 30 for help.)

John Agard was born in British Guiana. British Guiana is now called Guyana. John Agard is a playwright. He also writes short stories and children's books. He loved to listen to cricket commentary on the radio. He began making up his own. Led to a love of language. Taught languages and worked in a local library. John Agard has published two works with Grace Nichols. Grace Nichols is his partner and she is also a poet. John Agard now lives in Lewes, in East Sussex.

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Before reading: Who do you feel most comfortable talking to in English, a native speaker or someone who speaks English as a foreign language? Why?

## xxx2 Here, There and Everywhere

Think of the many kinds of international English as a bouquet of flowers, all stemming from a common ancestor, but each grown from its own soil and having its own special history, form and beauty. The roots of English are the countries in which native English-speaking people live, including Britain and the United States. They have a total population of 435 million (of whom about 340 million are classified as native English speakers). Above them are ranged the countries in which English is spoken as a second language, a much larger number. Finally, there is the largest group of all, spreading out above both – the many countries in which English is spoken as a foreign language. More and more countries are entering these last two groups every year. As a result, non-native English speakers now outnumber native speakers 3 to 1.

This great variety has already made a lasting impression on the language. It has created new vocabulary, new views on what is correct and incorrect English, and some would say even completely new "Englishes". Let us look at these three developments in turn.

### xxx3 Circles of English: Examples of countries

The ”Expanding Circle”:

China 1,336,718,015

Egypt 82,079,636

Indonesia 245,613,043

Israel 7,473,052

Japan 126,475,664

South Korea 48,754,657

Nepal 29,391,883

Saudi Arabia 26,131,703

Taiwan 23,071,779

Russia 138,739,892

Ukraine 45,134,707

Mongolia 3,133,318

Zimbabwe 12,084,304

The “Outer Circle”

Bangladesh 158,570,535

Ghana 24,791,073

India 1,189,172,906

Kenya 41,070,934

Malaysia 28,728,607

Nigeria 155,215,573

Pakistan 187,342,721

Philippines 101,833,938

Singapore 4,740,737

South Africa 49,004,031

Sri Lanka 21,283,913

Tanzania 42,746,620

Zambia 13,881,336

The “Inner Circle”

USA 313,232,044

UK 62,698,362

Canada 34,030,589

Australia 21,766,711

New Zealand 4,327,944

### xxx3 Vocabulary

We will begin by taking a closer look at the some of the vocabulary contributions made by native speakers in the "Inner Circle". Here are some examples of words coined in Australia and New Zealand.

|  |  |
| --- | --- |
| Australia | New Zealand |
| Aggie unsophisticated farmer (opposite: townie)Baggie school bag (usually a big one)Snodger excellent, wonderful, awesomeTo fang to drive a car at a reckless speedKanga money | Kiwi New ZealanderPommies British personsKindy kindergardenchilly-bin coolersheilas girlscobbers friends |

--- 22 to 349

Then we have the "Outer Circle" of nations where English is spoken as a second language. It is here that some of the most interesting new English words can be found, reflecting local responses to different environments. Here are a few examples of new English vocabulary from these nations. Some of them are new usages of regular English words, while others are words "borrowed" from local languages:

|  |  |  |  |
| --- | --- | --- | --- |
| India | South Africa | Singapore | Philippines |
| batch-mate classmate or fellow student | fixed up OK or "that's good" | airfiown transported by airplanein | bedspace rented bed a private home |
| to head-bath washing one's hair | babbelas hangover | tuition teacher private tutor | a topdown a convertible automobile (cabriolet) |
| goonda bad person, criminal | lappie a cleaning cloth | killer litter trash thrown from tall building | blowout party |
| to sit on someone's neck to watch carefully | to tune grief to cause trouble | to zap to photocopy | gets? (do you) understand? |
| to stand on someone's head to supervise carefully | lekker nice, good, great, cool or tasty | kiasu must-win attitude | holdupper a criminal who robs you at gunpoint |

### xxx3 Standards

Just as vocabulary can change from area to area within the world of international English, so can grammar and pronunciation. For example, the expression "She look very sad" may be wrong to native speakers, who would insist on "She looks very sad." But it sounds just fine to millions of people in Asia. Are they wrong? Non-native English speakers are now a majority. Who decides what is right? Some experts believe that the rules must make way for the users. For example, many non-native speakers (including Norwegians) have trouble with the English sound "th" /5, 9/ as in "the" and "thing". Why should non-native speakers spend hours practicing to not say "de" or "ting"? Does "correct" pronunciation really matter when, for example, a Norwegian speaks with a Japanese? After all, international pilots have been allowed to say "tree" for "three" for decades to avoid confusion in the air. Why not avoid confusion on the ground, too?

--- 24 to 349

On the other hand, the very fact non-native speakers are now a majority means that some kind of English standard is necessary as a basis for teaching the language to all these hundreds of millions of people. That is where the term "world standard English" found in the diagram on page 11 comes in. The two standard forms of English widely recognized today are British and American English. As a model for teaching, British English dominated up to the Second World War. At that point the United States emerged as an economic and military superpower and American English gained world-wide influence, gradually overtaking the British variety. Today the two are coequal for purposes of teaching, with American English perhaps slowly gaining the upper hand because of its size and the sheer number of native English speakers living there.

Percentage of Native English Speakers in the World:

Canada 5.8%

Australia 4.5%

Other 5.5%

UK 16.9%

USA 67.2%

### xxx3 Other "Englishes"

Whatever the standard used as a point of departure, in those countries where English has long been a second language, some believe entirely new forms of "Englishes" have been created. Among these are Englog (English & Tagalog) in the Philippines, Hinglish (Hindi & English) in India, and Spanglish (Spanish & English) along the US /Mexican border. In Jamaica a variety of English is used in daily speech that is no longer understandable for non-Jamaicans. The same is happening with "Singlish" in Singapore. The English spoken in South Africa has gradually changed the meaning of basic phrases like "just now" from immediately to "sometime in the near future" – as in "I'll do the dishes just now." Can a "South Aflish" be far behind?

Margtekst: Examples of "Englishes":

Englog: "Make kwento to me what happened..." (Tell me the story about what happened...)

Hinglish: "Dad, time kya hua hai?"

(Dad, what time is it right now?)

Spanglish: "Hola, good morning, cómo estás?"

(Hello, good morning, how are you?) "Well, y tú?"

(Well, and you?) Jamaican: "Wi gwaan hab a bashment time."

(We are going to have a great time.)

Singlish: "Wake up your idea." (Stop dreaming).

### xxx3 The future of English

Professor David Crystal, one of the world's leading experts on the English language, no longer believes that one form of English ought to be able to tell another what is right. He believes that in the future people will have three forms of English; one they speak locally as their dialect, a national variety for education and business, and then a standard international English for communicating with foreigners. All this will come, of course, in addition to the mother tongue of most of these English speakers who (like you) will be non-native.

What effect will this have on the future of English? Will its many variants around the globe move apart and gradually become separate languages? That is, after all, what happened to the last great European common language, Latin. Languages like French, Spanish, Portuguese, Italian and Romanian all started as "dialects" of Latin.

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That fate seems unlikely for the "Inner Circle" of native English speakers. When the American colonies declared their independence way back in 1776 there were those who argued that American and British English would soon become as different as, say, German and Norwegian. However, it didn't happen, and it seems less likely to than ever, given the dominant global position of English in the mass media, in popular culture and in the many channels of digital communication on the internet. The standard forms found in American, British, Australian, Canadian and New Zealand English are all closer than many Norwegian dialects are to each other.

But the new "Englishes" are another matter. It is likely that the most powerful source of change in the English language will come from people who speak it as a second (ESL) or a foreign (EFL) language. Take the expression "fit for fight", for example. It may surprise you to learn that this is a purely Scandinavian invention, quite unknown in Britain or America. But Norwegians have decided that it is a good English expression. Who cares if native speakers wrinkle their noses at it as "wrong"? They no longer own the language any more than the Romans owned Latin. As Norwegians travel, trade, chat and compete abroad, there is a good chance that the phrase will catch on. Perhaps soon we will all be saying it. That is how a language grows.

So you might say that international English seems fit for fight for the foreseeable future.

Spot check

a. How many people are found in English-speaking countries?

b. What is the difference between the English spoken in "The Outer Circle" and the "Expanding Circle" in the diagram on page 21?

c. Why is it necessary to have standard forms of English?

d. Where have new "Englishes" appeared?

e. Which forms of English does David Crystal believe people will have in the future?

### xxx3 Glossary

Glossary page 21

bouquet: bukett

stem: stamme

ancestor: stamfar

soil: jord

to be ranged: å rangere

kindergarden: barnehage

Glossary page 22

pronunciation: uttale

decade: tiår

Glossary page 24

coequal: samme status el. størrelse / same status el. størrelse

to gain the upper hand: å få overtaket

Glossary page 25

source: kilde/kjelde

pure: her: utelukkende/ utelukkande

invention: oppfinning

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### xxx3 Tasks

1 After Reading

Thinking over the English you have spoken with non-Norwegians in the past, what was most important for getting your message across – your vocabulary, grammar or pronunciation?

2 Main Ideas

Sum up with one sentence the content of each of the paragraphs which are given headings in this article.

3 Discussion

Talk about the following:

a. David Crystal believes that all non-native speakers will one day have a local dialect of English. Do you think Norway has (will have?) such a dialect?

b+. (Challenging task) Discuss whether or not English will divide into separate languages in the future. What arguments are there for and against such a development?

4 Taking Action

If you could change or simplify one rule in English grammar or phonetics, what would it be? Why that rule?

You may choose from this list of language elements:

-- concord (see p. 34)

-- irregular verbs, such as do – did — done, was – were

-- auxiliary verbs

-- the continuous aspect (see p. 33) e.g. he plays vs. he was playing

-- irregular spelling, such as threw/through, red/read, cage/gauge

-- adjectives vs. adverbs (see p. 94)

-- it vs. there

Compare your choice with others in your class.

5 Vocabulary: Meanings

Many of the new words on pages 21-22 have a certain logic to them. Try to explain the connection between the words in the list below and the meanings they are given:

-- topdown a convertible automobile (cabriolet)

-- holdupper a criminal who robs you at gunpoint

-- killer litter trash thrown from tall apartment building

-- Kiwi New Zealander

6 Vocabulary: Dialogues

a. Prepare five sentences using some of the new words listed under "Vocabulary" in the article above. For example:

I hid some cans of beer in the chilly-bin, but my mother was sitting on my neck so I couldn't take one out.

b+. (Challenging task) Now pick a partner and read your sentences to one another. The listener must explain to the speaker what each sentence means. When you are finished, find another partner and repeat the process.

7 Meeting Standards

a. Try to re-write the following lines using the standard rules of English grammar and spelling:

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Yesterday I is going to the mall. Is bying me wife a new handclock for the birthing date.

Her no like de ting. Trow it inna de garbage an change de locks on the flat. Me much sad.

Her much sad. Maybe me by she flowers and kissy-kissy?

b+. (Challenging task) Write a short text commenting on the changes you have made to the text.

8 Writing

Choose one task:

a. Write a short blog (see p. 347) entry in which you explain why you think Norway will/will not someday develop its own form of English; i.e. "Norlish".

b+. (Challenging task) Norway has two written variants of its language, and a lot of freedom in spelling and grammar within each variant. Although there are a few small spelling differences in English around the world, each English-speaking country has one fixed written norm. Write an expository essay (see p. 254) in which you discuss what the advantages and disadvantages are of a fixed language norm.

9 Listening: Varieties of English

Go to access.cappelendamm.no to find the audio file.

a. In the first section of the track you will hear a number of people talking about their families in their own form of English. Your job will then be to try to guess which of six countries they come from. When you have made your choices, compare your answers with those of other pupils.

b. Then play the next section of the recording in which these same people will go on to tell you where they come from and how they learned English. How many did you get right?

10 Quick Research

a. Visit some of the websites dedicated to "Japlish" and make a collection of some of the more interesting Japlish expressions.

b. Find out what "Globish" is. Why do some want to see it become an official language?

c+. (Challenging task) Find "gangsta rap" lyrics from the USA and compare them to standard English in terms of vocabulary and grammar. Could they be called a new kind of English? Try to re-write them in standard form.

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## xxx2 Writing course 1: What is a sentence?

"The train arriving at platform four is the 12.35 to London Liverpool Street."

"Help!"

"You ain't nothin' but a hound dog, cryin' all the time."

"On your feet!"

"Because of the fluctuational predisposition of your position's productive capacity as juxtaposed to government standards, it would be momentarily injudicious to advocate an increment."

"You what?"

"Shall I compare thee to a summer's day?"

"Flight delayed."

"Not bloody likely!"

What all the utterances above have in common is that they can, broadly speaking, be called sentences. A dictionary definition of a sentence is "a set of words expressing a statement, a question or a command" (Oxford Advanced Learner's Dictionary). As you can see, sentences can be short or long, informative or expressive, formal or informal. The only thing they cannot be is meaningless. Even the sentence about "fluctuational predispositions" is meaningful, if you understand all the words! "Courage lately realise prompt tomato?", however, is not and is therefore not a sentence, but just a series of words.

Whether an utterance makes sense or not depends on two things: firstly, context- in other words, the situation in which the words are spoken or written – and, secondly, grammar - in other words, whether the words are put together more or less according to the rules that govern the language. For example, the sentence "On your feet!" becomes meaningful when shouted by an army officer who marches into the room you are sitting in. However, it suddenly becomes meaningless if the officer gets the words mixed up and shouts "Feet your on!"

Whatever the text you write – whether it is an essay, a story, a report or a twitter message – it will consist of strings of sentences. But these sentences are likely to be rather different depending on which sorts of text – or genres, as they are often termed – they appear in. When you are writing a text that is short and compressed, like an SMS or a twitter message, the tendency is to cut down to the bare essentials required for being understood; e.g. "Flight delayed. Arriving 13.05 C U". The same applies to newspaper headlines, where the rule is that the longer the message, the smaller the letters – and the less attention-grabbing the headline. In compressed texts we leave it to the receiver to reconstruct the sentences on the basis of their understanding of context and grammar.

### xxx3 Grammatical sentences

In longer texts, like the ones you will often be required to write in your English course, this sort of compression will seem very out of place. In fact, the definition of a sentence given in the first paragraph is only true "broadly speaking". When we are writing longer and more formal texts, a sentence has to do more than just make sense.

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It has to satisfy certain grammatical requirements. At the very least, it has to have a subject and a verb. The word subject here is a grammatical term that refers to the thing or person or agent that is actually "doing" the verb:

She sings.

She is the subject; sings is the verb. The verb relates to the subject grammatically. We often say it "agrees" with the subject (see concord, p. 34).

Very often a sentence will also have an object – something that the verb is "being done to":

She sang arias.

Subjects and objects don't have to consist of just one word. They can be expanded into phrases without this changing the basic structure of the sentence – subject + verb + object:

The lady sang long arias.

The enormously fat lady sang arias that seemed to go on forever.

The enormously fat lady, who seemed to come from nowhere and just wandered onto the stage before anyone could stop her, sang arias that seemed to go on forever and that some of us suspected she was making up as she was going along.

Some verbs, like sing, can stand alone or take an object depending on the context, while others require an object in order to make any sense. Other verbs, on the other hand, can only stand alone. Look at the following sentences. Which of them strike you as being odd?

a. She took the bus to town and bought.

b. Suddenly they both sneezed.

c. I promise you that I will punish.

d. The bands played all afternoon.

e. No matter how well I hid, she still found.

f. She parked the car in the garage.

g. I know you want, but I can't give you any.

h. I'll lie the package on the table.

In sentences a, c, e, and g the verbs buy, punish, find and want all require an object in order to be grammatical. In sentence h, on the other hand, the verb lie cannot have an object – you cannot "lie something somewhere". (You can, however, "lay something somewhere". So the verb lay would fit perfectly here.)

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### xxx3 Sentence fragments and run-on sentences

One of the most common comments from teachers marking students' written work is "Write proper sentences!" This comment might mean one of two things: either the student is writing sentences that do not qualify as grammatical sentences – in other words, that lack either a subject or a verb or both. We call such incomplete sentences sentence fragments. Alternatively, the student may be stringing together grammatical sentences with just a comma in between. We call these run-on sentences. Let us look at these two problems in turn.

### xxx3 Sentence fragments

We could say that a sentence fragment is a sentence that does not quite make it. It lacks what it takes to be able to stand on its own. We use sentence fragments all the time in speech, as you can see from the following dialogue from a crime series:

-- The suspect's alibi?

-- Not very convincing. Says he never left the house.

-- Any witnesses?

-- A postman delivering letters that afternoon. Otherwise none.

-- Plenty of time in the morning, then. Hides the cash, then drives home. Previous convictions?

-- Twice for assault. One for armed robbery. Hardly Mother Teresa.

All the sentences in this dialogue are meaningful and communicative, and together they make up a text that works well as a spoken dialogue. But grammatically none of them qualify as full sentences. They either lack a grammatical subject (e.g. "Says he never left the house.") or a main verb (e.g. "Any witnesses?") or both ("Plenty of time in the morning, then."). We often talk like this, and we write like this when we are rendering direct speech. But in more formal, written genres like essays, reports and articles sentence fragments usually seem out of place.

### xxx3 Run-on sentences

A run-on sentence is one in which two or more sentences that can stand on their own are put into the same sentence with no other connection than a comma:

It's my party, I'll cry if I want to.

To make the sentence correct, we must either write the two parts as separate sentences or else (perhaps more likely in this case) add a conjunction:

It's my party. I'll cry if I want to.

It's my party, and I'll cry if I want to.

It's my party, so I'll cry if I want to.

### xxx3 Compound sentences

There is, of course, nothing wrong with combining two or more sentences into one.

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On the contrary, it is one of the ways we can make our written English more varied and easier to read. Look at the following sentences:

The leopard mother returned. She called her children. She received no answer.

All three sentences have a subject and a verb and are therefore able to stand on their own. But they are rather short and together they make for rather a disjointed text. We can easily improve it:

When the leopard mother returned, she called her children, but received no answer.

We call this a compound sentence, which means it is made up of more than one sentence. We can make compound sentences in several ways. The easiest way is to join sentences together by using conjunctions like and, but and so:

Many come to the Underworld, but few return to the sunlit lands.

I enjoyed the novel, so I decided to see the film.

But there are other ways to link these sentences. Instead of joining together two independent sentences (which is called "coordinating" them), we can make one of them dependent on the other. Or, to put it another way, we can "subordinate" one of them:

Although he never found what he was looking for, he kept coming back.

Having read the novel, I decided to see the film.

When we combine sentences in this way, we call the part of the sentence that has been subordinated a subordinate clause (in Norwegian, leddsetning). We call the other part the main clause. It is easy to tell which one is which; the main clause can stand on its own, while the subordinate clause cannot:

He kept coming back.

I decided to see the film.

But:

Although he never-found what he was looking for:

Having read the novel.

We can also combine sentences by turning one of them into a phrase without a verb:

He was pleased with his successful hunting trip. He returned to the village.

-- Pleased with his successful hunting trip, he returned to his village

He was exhausted and hungry. He finally decided to turn back.

-- Exhausted and hungry, he finally decided to turn back.

### xxx3 Tasks

1

The sentence is defined as "a set of words expressing a statement, a question or a command". The technical terms for these three types of sentences are the declarative sentence, the interrogative sentence and the imperative sentence. Look again at the example sentences given at the beginning (p. 28) and decide which type each of them belongs to.

2

Explain why the sentences below do not qualify as full grammatical sentences.

a. Me Tarzan. You Jane.

b. Murderer given life imprisonment.

c. Gonna get over you

d. I disappeared him.

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e. Chaos on roads as snow falls again.

f. Nothing doing.

g. You talking to me?

3+ (Challenging task)

Rewrite the crime dialogue given above (p. 30) in complete sentences. How does this change the effect of the text? Write a short comment explaining what the effect is.

4+ (Challenging task)

In the task below, turn the sentences given into one sentence. You may use any of the methods mentioned, but try to avoid using "and", "but" and "so" if you can. You may change the order of the sentences – in fact, you may find it an advantage.

a. Zimbabwe is a land-locked country in Southern Africa. It used to be known as Rhodesia.

b. It was named after the British imperialist Cecil Rhodes. He claimed the area for the Crown in 1889. He was interested in the area's rich mineral and metal resources.

c. White settlers made up only 1 % of the population. They owned 70% of the country's farming land.

d. Whites were afraid of the consequences of majority rule. They declared independence from Britain in 1965. It was only recognized by South Africa.

e. There were years of civil war between Africans and the white minority. The African majority took power in 1980. It was renamed Zimbabwe.

f. The present president is called Robert Mugabe. He was elected in 1980. He is widely criticised for his autocratic rule and economic policies.

g. Zimbabwe was suspended from the Commonwealth in 2002. It was accused of civil rights abuses.

h. Zimbabwe is suffering from a serious food shortage. The Aids epidemic has hit the country hard. It has the highest rate of literacy in Africa.

--- 33 to 349

## xxx2 Language course 1: Verbs

At the centre of every proper sentence is a verb. Here we will look at some of the terms we use when talking about verbs.

### xxx3 Tense

Tense is the relationship between the verb and the time of the action or the state it describes. The basic tenses are the past, present and future. Each of these tenses can be expressed in a number of ways. We can give the three tenses the following basic forms:

Present tense:

-- Simple present I play football.

Past tense:

-- Simple past tense I played football.

-- Present perfect tense I have played football.

-- Past perfect tense I had played football.

Future tense: I will play football.

The difference between the simple past tense and the present perfect tense is that the perfect tense is more strongly connected to the moment of speaking.

I played football yesterday.

I have played football all day but now I am exhausted.

### xxx3 Aspect

English also has two different aspects within the tenses. For example:

I play football.

I am playing football.

The first sentence is in the simple present. This sentence states that the person has a habit or ability to play football. The second sentence is in the present continuous. This sentence describes an action which is unfinished in the present. The speaker (7) is actively involved in playing football at the moment of speaking.

The continuous aspect can be used in all tenses, for example:

I will be playing football tomorrow.

I have been playing football all afternoon. Yesterday when you rang I was playing football.

The simple present is also used for permanent situations and for things that are generally true. For example:

It snows in winter in Norway. People like to ski on snow. Ski shops like snow, lots of snow.

The continuous is used for ongoing activities or states and is also used to express the future. For example:

I can't go with you because tomorrow I am playing football.

Norwegian doesn't have the present continuous and this therefore creates problems for Norwegian learners.

What do you play? = Hva spiller du?

What are you playing? = Hva spiller du?

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### xxx3 Active/Passive voice

Active verbs say what the subject does. Passive verbs say what happens to the subject.

If your car is stolen and you know who took it, you could say:

Bert stole my car. (active sentence)

But if you don't know who took it, you would say:

My car was stolen, (passive sentence)

The passive voice is often used to describe processes and technical specifications:

Wine is made from grapes.

North Sea oil is exported to many countries. The piston is forced upward in the cylinder by internal combustion.

### xxx3 Concord

Concord refers to grammatical agreement between subject and verb. Modern Norwegian does not have this, which makes it difficult when Norwegians learn English. Concord in English is actually quite easy – in the present tense the verb either has an s on the end or it doesn't. The question is when.

The dog eats the bone. It eats the bone. The dogs eat the bone. They eat the bone.

In other words, when the subject of the verb is singular third person (i.e. can be replaced by he, she, it) the verb takes "s". Otherwise it doesn't.

There are few exceptions to this simple rule. Concord only applies in the present tense with the exception of the verb to be which also changes in the past tense (was/were).

The dog was eating the bone. It was eating the bone. The dogs were eating the bone.

They were eating the bone.

I was happy. You were happy. We were happy.

In other words, we use "were" when the subject is in the plural or "you".

### xxx3 Tasks

1

Correct the mistakes in the sentences below and explain your corrections.

a. I had a bath when the telephone rang.

b. The novel is describing the dangerous journey of three children across post-war Europe.

c. In the wild, lions are usually hunting in packs.

d. The poem has three stanzas and each stanza is consisting of four lines.

e. Last night when you called I watched television.

f. When I asked him what he was doing, he said he was a writer.

g. I'm usually going to Spain on my holidays.

2

Read the sentence clusters below and answer the questions after each cluster:

a. Mark left when Monica arrived.

Mark arrived when Marianne was leaving. John had left when Mark arrived.

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Who did not meet Mark? Explain your reasoning.

b. Marianne watches television.

James has been watching television for an hour.

Mary is watching television.

Who is not necessarily watching television now? Explain your reasoning.

c. Brenda was going out with Billy.

Danny went out with Brenda.

Billy is a martial arts expert.

Billy – the martial arts expert

Does Danny have reason to be anxious? Explain your reasoning.

d. Lions are eating the game wardens.

Lions eat safari tourists.

Lions have eaten the game hunters.

Which of these three situations would you prefer to be in? Write a short text in which you explain your reasoning.

3

In the following sentences, the subject agrees with the verb. Insert the words in parentheses in the spot marked by \*. Does this mean you have to change the verb? Write the new sentence either with the same verb, or change it if necessary. Example:

Where is my pen (pencils)

Where are my pencils and pen?

Explanation: The subject was singular, my pen, but it is changed to plural, my pencils and pen, so according to the rules of concord the verb must be changed to are. We could say that the subject of the verb goes from it to they.

a. \*The children have gone to school. (Some of)

b. The sewage goes right into the river, (from these restaurants)

c. The team agrees on this matter, (boys in the)

d. The records have been borrowed. (One of)

e. The committee is meeting at this moment, (members of the)

f. Any number is able to play, (of children)

g. The cookies are missing, (tin of)

4+ (Challenging task)

Analyse the following sentences in terms of tense, aspect and voice.

Example: Mary had lost her glasses, so she didn't see she was being followed.

Analysis: "had lost": past perfect tense, "didn't see": simple past tense, "was being followed": past continuous, passive voice

a. These penguins generally live in the Antarctic, but have sometimes been found further north.

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b. Tomorrow afternoon I'm meeting my real father for the first time.

c. I came. I saw. I conquered.

d. They were just finishing the robbery when the police arrived.

e. The four men were arrested and immediately demanded to see their lawyers.

f. Most of the food we eat is imported.

g. Tim was so busy shopping that he didn't realize he'd been given a parking ticket.

h. Salmon make their way up the rivers in spring and are often caught by fishermen on the banks.

i. Maureen said Peter was just being difficult and refused to talk to him.

j. The team lies fifth in the table and is being sold to a Russian millionaire.

5

Explain why the following sentences are wrong: or, at least, odd:

a. That's ridiculous – what do you think of?

b. I used to smoke, but now I gave it up.

c. In spite of evidence to the contrary, he was convinced that the earth was being flat.

d. The team is consisting of a mathematician and three physicists.

6

Explain the differences in meaning in the two sentences in each sentence pair. Example:

(Active sentence) The man helped the girl when she fell off her bike.

(Passive sentence) The girl was helped by the man when she fell off her bike.

In the active sentence the focus is on the man. There is a sense of action, the man stops to help the girl. In the passive sentence the focus is on the girl and we sympathize more with her situation.

a. He surprised us all. | He was surprised by us all.

b. It says that she had a difficult childhood. | It is said that she had a difficult childhood.

c. The advice he gave was always reliable. | The advice he was given was always reliable.

d. The Canadian drowned in a vat of maple syrup. | The Canadian was drowned in a vat of maple syrup.

7

Go to the paragraph on page 14 that starts with the sentence "For better or worse then, ..." Find all the verbs in the paragraph. What is the tense or aspect of each verb?

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# xxx1 Chapter 2: The World at Your Doorstep – International English and the Media

Competence aims in focus:

The aims of the studies are to enable pupils to

-- analyse and assess the role of some English-language media in international society

-- present a major in-depth project on a topic from International English or another subject from his or her own programme area and assess the process

-- give an account of fundamental principles for constructing texts in a variety of genres

-- give an account of fundamental features of English usage and linguistic structure

(Translation: udir.no)

--- 38 to 349

## xxx2 Timeline: Internet Evolution

-- 1969: The US Advanced Research Projects Agency (ARPA) creates the Arpanet for research scientists

-- 1976: Apple Inc. is established

-- 1981: IBM introduces its Personal Computer, the first successful desktop business computer (picture)

-- 1984: Author William Gibson coins the term "cyberspace" in the science-fiction novel Neuromancer
Apple introduces the low cost Macintosh

-- 1989: Arpanet is renamed Internet and opened to Personal Computers

-- 1991: Tim Berners-Lee announces World Wide Web project

-- 1993: America Online (AOL) 1.0 for Microsoft Windows launched
The White House goes online

-- 1994: Pizza Hut starts taking orders online First cyberbank open for business

-- 1995: Amazon website launched

-- 1998: Google founded

-- 2001: Wikipedia started Apple launches the iPod

-- 2004: Google Mail (Gmail) goes public Mark Zuckerberg launches "Thefacebook"

-- 2006: WikiLeaks launched

-- 2007: Apple launches the iPhone

-- 2009: Iran blocks social media and text messages during election protests

-- 2010: Facebook hits 500 million users "Anonymous" declares war on Amazon, Visa and Mastercard and attacks their sites

-- 2011: Steve Jobs, the founder of Apple, dies "Twitter revolution" in Egypt LulzSec declares war on all governments Open internet = human right

-- 2012: Facebook goes public – valued at $75-100 billion

Source: see p. 350

--- 39 to 349

### xxx3 Tasks

1 Discussion

Talk about the following in small groups:

a. How much of this did you know from before? Did anything in the timeline come as a surprise to you?

b+. (Challenging task) Are there any other events, inventions, people, etc. that you think should be included in the timeline?

2 Chronology Quiz

Take a minute to study the timeline. Then, without looking at the timeline, place these events in the correct chronological order:

-- Amazon website started

-- Arpanet created

-- Wikipedia started

-- Facebook reached 500 million members

-- The term "cyberspace" invented

-- Google founded

3 Quick Research

Pick two of the following questions and present your answers to four other members of your class. If you meet someone with the same answer as you, move on to the next person.

-- What is a cyberbank?

-- Who started Apple?

-- What does "going public" mean?

-- What is Wikipedia?

-- Who or what is "Anonymous"?

-- What does "IBM" stand for?

-- Who are LulzSec and why did they declare war on all governments?

-- Why is Steve Jobs mentioned in this timeline?

-- What is Wikileaks?

-- What service does AOL provide?

-- What is an iPhone?

-- What does "open internet = human right" mean?

-- What is Amazon?

-- How many people belong to Facebook today?

4 Creative Writing

Read the text in the fact box:

Fact box: Historical firsts

-- First telegram message: "A patient waiter is no loser" (Samuel Morse, 1838)

-- First telephone call: "Mr. Watson – come here -1 want to see you." (Alexander Graham Bell speaking to his assistant, in the next room, 1876)

-- First email: sent in 1971 by Ray Tomlinson using Arpanet. The content of the message is lost.

-- First cellphone call: "Joel, I'm calling you from a 'real' cellular telephone. A portable handheld telephone." (Martin Cooper to Joel Engel, 1973)

-- First text message: "Merry Christmas" (Neil Papworth to Richard Jarvis, 1992)

-- First Twitter tweets: "inviting co-workers" (co-founder Jack Dorsey, 2006)

(Note: controversy surrounds several of these "first messages". Source: New Scientist, see p. 350)

When the article about historical firsts appeared in the New Scientist, they invited their readers to take part in a writing competition:

Answer the following questions in a few lines: What will be the next communication medium to change the world? And what would your first, historic message be?

Write an entry text for the writing competition.

--- 40 to 349

Before reading: Read the first paragraph below and then make a list of the forms of media you have access to on a daily basis. Which of these are most important to you? Compare your list with a fellow student's.

## xxx2 Introduction: Media in Motion

In this chapter we are going to be looking at international English and the "media". But what does "The Media" mean? The roots of this term go back to the 1800s, when newspapers were the first "medium" through which information could be conveyed to a mass audience. In the 1920s the term became plural – "media" – to cover the invention of new channels of mass communication such as radio and movies. Today, the term refers to a bewildering array of communication channels, including TV broadcasting, cable networks, online news websites, blogs and much, much more which we will touch on in the coming pages. These are sometimes referred to collectively as a single entity as in "The media will he covering the election closely."

### xxx3 The internet

There is no doubt that the most important media development of the last decades has been the rise of the internet. The growth and development of the "web" has been breathtaking. In 1989 it became a system open to anyone with a computer. By 1995 there were about 15 million persons online. By 2000 that number had exploded to 361 million users. Ten years later there were more than 2 billion people online – 30% of the population of the world – and the growth showed no signs of stopping.

--- 42 to 349

Not only has the internet provided an entirely new channel of mass communication. It has also allowed for two-way mass communication. No longer is the distribution of information solely in the hands of large broadcasting companies, newspaper corporations, publishers or motion picture studios. Now everyone can take part through websites like Wikipedia or YouTube. As we shall see in the coming chapter, the masses are now making their own mass communication.

Bildetekst: Oliver Field from Los Angeles video chats via Skype with his girlfriend, Elizabeth Chamberlain, a student in Tacoma, Washington. Skype, the internet video conferencing service, has been a godsend for parents with children away at college, for far-flung relatives keeping tabs on one another, and, of course, for long distance lovers.

### xxx3 International English

As revolutionary as all this may be, however, some things have remained the same. One of them is the dominance of English as the preferred language of international communication on the internet. There are two reasons for this. First, the technologies that drive the internet were first invented and spread in the Anglo-American world, giving English a head start. Second, since international English already dominated international communications and economics before the internet, the new medium reinforced the language's already strong position.

This becomes apparent if you look at the language content of internet websites as of 2010 in Chart 1 below. It shows that English is used for more websites on the internet than all other languages in the world combined.

Chart 1: Content languages for websites

Top Ten Languages on the Internet

English 56.7%

German 6.5%

Russian 4.9%

Japanese 4.6%

Chinese 4.6%

Spanish 4.5%

French 3.8%

Italian 2.1%

Portuguese 2.0%

Polish 1.4%

Source: see p. 350

This fact is made all the more impressive when you take a look at Chart 2 below, which makes it clear that the vast majority of internet users do not live in English-speaking areas. Conclusion: a great many users who are not native speakers and who do not live in English-speaking regions are nonetheless making use of international English on their websites and in their international communication.

--- 43 to 349

Chart 2: Distribution by World Regions (2011)

Internet Users in the World

Asia 44.0%

Europe 22.7%

North America 13.0%

Lat Am/Caribb 10.3%

Africa 5.7%

Middle East 3.3%

Oceama/Australia 1.0%

Bildetekst: Source: see p. 350

### xxx3 The future

Although there can be little doubt that international English still "punches above its weight" on the internet, this is not a static situation. Over the past decade the position of English has gradually diminished. Today the number of internet users who speak English is roughly the same as the number who speak Chinese. Ten years ago English speakers were more than double the number of Chinese speakers. Does this herald the rise of Chinese as the most important language of international communication in the immediate future? That does not seem likely so long as people from around the world who do not speak each other's languages continue to choose to communicate with one another using English as their lingua franca.

Indeed, as we shall see later in this chapter, in other media channels such as international news broadcasting, English is actually gaining ground. And then there is the fact that in any given year there are more Chinese speakers learning English that there are native English speakers in the world. That's a lot of international English speakers in the pipeline. Change is no doubt occurring, but there is little doubt that English will remain the dominant international language of the media for the foreseeable future.

### xxx3 Glossary

Glossary page 40

to convey: å (over)bringe, å meddele / å formidle, å kunngjere

plural: flertall (gram.) / fleirtal (gram.)

bewildering: forvirrende/ forvirrande

array: samling, rekke

entity: enhet/eining

Glossary page 42

solely: kun, bare / berre, einast

head start: forsprang

to reinforce: å styrke, å forsterke

apparent: tydelig, åpenbart / tydeleg, openbert

Glossary page 43

to punch above your weight: to compete outside

your usual class: (orig. boxing)

to herald: å proklamere, å varsle

in the pipeline: på vei, underveis / på veg, undervegs

--- 44 to 349

### xxx3 Tasks

1 After Reading

Review the list of media you made before you read this article. Which of these media can you access in English? Which do you think has had the most effect on your English? Why? Compare your answer with a neighbor's.

2 Main Ideas

How would you summarize this article if a friend asked you what it was about? Choose a partner and give such a summary.

3 Vocabulary-Associations

a. What do you associate with these words from the text? Note down your associations.

-- computer

-- network

-- websites

-- internet

-- information

-- communication

b. In pairs, tell each other what you associate with the words.

c+. (Challenging task) Now repeat the process with this list of words from the text:

-- mass communication

-- pipeline

-- dominant

-- communication channels

-- percentage

-- medium/media

4 Discussion

a. Have you had to use English on the internet recently? Why was English necessary?

b. Why might it be a good idea to learn Chinese in the 21st century?

c+. (Challenging task) Of the forms of media that you included in your list for this article (p. 40), which do you trust the most; i.e. which do you think give you the most accurate information about the world around you? Why?

d+. (Challenging task) How many ways have you made use of the internet in the last week? Make a list of the programs you have used or websites you have visited and compare it with a neighbor's. Which of these has been most important to you?

e+. (Challenging task) What reasons does the article give for the dominance of English on the internet? Can you think of others?

5 Working with Charts

Look at the pie charts on pages 42 and 43.

a. Chart 1:

How many languages in Europe are in the chart? How many languages from outside Europe are in the chart?

b. Chart 2:

Where do most internet users in the world live? Where do the least number of internet users live?

What is the combined percentage of North American and European internet users?

c+. (Challenging task) What do these charts tell us about internet use? Write a short paragraph that sums up the information they give.

6 Analysis

a. Analyze the text below. What kind of text is it? (See page 343). How does it make use of statistics to make its argument about the future of Chinese on the internet?

Chinese: The New Dominant Language of the Internet

--- 45 to 349

China gained 36 million additional internet users in 2009 meaning there are now over 440 million internet users in the country. English has long been the most widely used language on the internet but with Chinese internet growth rising at the rate it is, it could be less than five years before Chinese becomes the dominant language on the internet.

b+. (Challenging task) Judging from the information you have gotten about this issue from the article you have just read, do you agree with the conclusion of this text? Write a short paragraph summing up your opinion.

7 Writing

Crazy English Learning in Jinjiang: In the picture above, students shout out English words they repeat after Li Yang at the playground of Jiyan Middle School in Jinjiang, China. Li Yang is the Chinese creator of Crazy English, which is a brand name related to a non-traditional method of learning English. Crazy English, in short, can be described with the quote: "By shouting out loud, you learn."

On holiday in China you took part in a Crazy English lesson. You loved it! Now that you are back in Norway, you want to convince everyone that this really is the learning method of the future. Write an email (in English) to the principal of your school, telling him/her about your experiences and why you think the English teachers at your school should start to use Crazy English.

8 Quick Research

a. Find out if the ranking of the top ten languages used by internet users has changed and, if so, how.

b. What is the total number of internet users in the world today?

--- 46 to 349

Before reading: We decided to ask people on the street what they thought about the internet and social media. Our question was: What benefits or disadvantages do you see to the net and social media? How do you feel about this question? Discuss it with one or two partners.

## xxx2 Social Media: What Do You Think?

Listen to the texts on access.cappelendamm.no. Take notes on your own as you listen to what each person has to say (see Toolbox on our website about taking notes). When you have heard all four interviews, use your notes to make a brief summary of each interview.

### xxx3 Glossary

Glossary page 46

participant: deltaker/deltakar

opponent: motstander/motstandar

charity: veldedighet/velgjerd

to sympathize: å vise med-følelse / å vise medkjensle

superficial: overflatisk

to promote: å reklamere for, å fremme

to hire: å ansette / å tilsette

cutting edge: nyskapende/nyskapande

upmarket: luksus-, eksklusiv

client: kunde

advertising budget: reklamebudsjett

discount: rabatt

DIY do-it-yourself prospective: framtidig

employer: arbeidsgiver/arbeidsgivar

assault: overfall, overgrep

to endure: å holde ut, å tale / å halde ut, å tole

humiliation: ydmykelse/audmjuking

accusation: anklage/skulding

rant: skvalder

--- 47 to 349

### xxx3 Tasks

1 Asking and Answering

Work in pairs. Take turns asking each other questions about the interviews and about your own opinions on the topics being discussed.

a. Interviewee 1: Mark

-- How does Mark use the internet?

-- What is the main issue Mark is talking about?

-- What points does he make?

-- Do you think he concludes on a positive or a negative note?

-- Do you agree with his concluding opinion? Why – or why not?

b. Interviewee 2: Debbie

-- How does Debbie use the net?

-- What points does she make?

-- What do you think about using social media to show public sympathy?

-- What political aspect of social media does Debbie mention?

-- How dependent is Debbie on her social media? How dependent are you?

c. Interviewee 3: Dianne

-- What new use has Dianne found for Facebook?

-- There are two ways she attracts new customers. What are they?

-- Do you think this is a good idea? Why? / Why not?

-- Can you think of any other way social media could be used or are being used for advertising?

d. Interviewee 4: Clarence

-- What is Clarence's attitude to the net?

-- What points does he make?

-- Do you accept his argument against putting things on the net? Why – or why not?

-- Should private persons have the right to demand that something be "unpublished"?

2 Compare and Discuss

a. Compare the brief summaries you wrote on the four interviews and discuss how well they have captured the essence of each interview.

b+. (Challenging task) Discuss which of the interviewees you think made the best point. Who was the most interesting to listen to?

3 Vocabulary-Odd Word Out

In pairs or threes, discuss which word in each group does not fit in with the others. (Note: there can be several different reasons!)

a. newspaper – computer – smartphone – earphones

b. microphone – web camera – recipe – surfing

c. democracy – information – advertisement – interesting

d. publish – "unpublish" – appear – truth

--- 48 to 349

Before reading: Skim read this text first – that is, read the headings and the first couple of sentence of each paragraph and look at the illustrations. Then write four or five sentences summing up what you believe the text is mainly about. Compare your summary with your neighbor's.

## xxx2 Focus: The Digital Revolution

Who would have thought that two digits – 0 and 1 – could make such a difference? These two numbers in endless, mind-boggling combinations make up the codes that make up the programs that run the devices that have filled the world with wonders. The first decade of the 21st century witnessed a digital revolution. Over that ten-year period digital communication stitched together what had been quite separate devices and activities into a seamless set of interconnections with amazing consequences for us all.

Just consider, back in 2000 most cameras used chemical film. The internet was available only through personal computers, most of which were heavy, stationary and hardwired to the net. Movies were on film (at cinemas) or on tape (at home – DVDs were still cutting edge technology). Most newspapers and books were printed on paper. Music was on CDs you had to buy in a shop and lug around with you. Emails required a PC. And phones – phones were for talking and texting.

### xxx3 Living digital lives

What a change! Today before you even get out of bed in the morning you can pick up your laptop or tablet or smartphone and check your Facebook page or listen to your favorite music or watch the morning news broadcast on TV or finish off the movie you started the night before or read the day's newspaper or search the internet for virtually any piece of information you fancy. You can take a picture of your mussy hair and send it with a text message to a friend. If you wanted to, you could even call and talk to them! So much is now offered through digital channels of communication that a new word has had to be invented to merely describe the possibilities: "apps" – short for applications.

Margtekst: In January 2011, the American Dialect Society named "app" (short for "application") the word of the year for 2010. Application in this case refers to a software program – usually a special type of software program used on a smartphone or mobile device. However, the phrase "web app" or "online app" can also be used for "web application" or "online application" — meaning software that you can access and use while online, via a browser, instead of software on your computer.

### xxx3 Social impact

These apps and the hardware they run on have done more than simply make access to communication and information more convenient. The digital revolution is deeply affecting the way we live our lives, impacting a wide range of human activities.

--- 49 to 349

Xxx3 Malaria has a new enemy – Smartphones in Africa

A team of researchers, calling themselves Lifelens, has developed an application which can turn a smartphone into a malaria busting marvel. Each year, the mosquito-borne parasite kills approximately 781,000 people worldwide. Ninety percent of malaria-related deaths occur in sub-Saharan Africa, and of those, the majority (85%) are children under five years old.

Lifelens has developed a Smartphone app which will allow people to test for the deadly disease in a matter of minutes. The group says it hopes to greatly reduce the rate of child mortality with its easy-to-use system. It consists of five steps:

1. Draw blood

2. Place on slide to create smear

3. Take a smartphone picture using Lifelens technology

4. Receive diagnosis

5. Disinfect slide

"With such a straightforward process, Lifelens can be used by anyone who has the ability to operate basic cell phones. This opens up the possibilities of even shipping smartphones directly to infected areas, since no special training or language skills are necessary for the operation of the device. In this way we seek to offer lower cost medical examination to a much larger part of the world's population than can currently be diagnosed for malaria using blood analysis labs or rapid diagnostic tests," says the Lifelens website.

(Source: ITNews Africa)

Tasks

Choose a partner. You are doctors in rural Africa. Your job is to train local people to test their neighbors for malaria using Lifelens. Using the information in this article, construct a brief explanation why it is important for them to do this and then explain how it is done. Then pick another pair and take turns being doctors and local people.

--- 50 to 349

Some have been expanded and empowered. Others have been created entirely anew. For example, Wikipedia extended the idea of the encyclopedia onto the internet. But even more importantly, it showed that this information could be provided for free and that anyone who wanted to could take part in gathering and editing it. That is a profoundly democratic thought. Similarly, YouTube took the invention of the home video and opened it up to the world. Soon it became much, much more than a form of video entertainment. Just ask the young revolutionaries who used it to spread the democratic revolution in Egypt in 2011.

The list of internet innovations could go on to Twitter, MySpace, Buzz and many others. No doubt by the time this is printed on paper and in your hands in book form, entirely new "killer apps" will have seen the light of day. Taken together, they make up the "social media" – media that allow us to interact with one another in new and exciting ways. The most famous of these is, of course, Facebook – the blueprint for what is now called a "social network". In the 2010 film of that same name, one of the characters puts it this way – "We lived on farms, then we lived in cities, and now we're going to live on the internet!" At present, Facebook membership is over 700 million and growing. If it were a country, it would be the third largest in the world. As to its impact, just consider the entirely new meaning it has given to that old question, "How many friends do you have?"

Spot check

a. How has the digital revolution tied modern communication devices together?

b. What is an app?

c. How does Wikipedia encourage democracy?

d. What are social media?

### xxx3 New possibilities

The digital revolution has also galvanized the entertainment industry. At first music, film and TV companies floundered as they watched their products reduced to digital copies and circulated on the internet for free by file-sharing websites like Pirate Bay. Gradually, however, they adapted to the new technology. On the one hand, they took illegal websites to court, forcing them to shut down or go legal by charging payment. On the other hand, they provided products that could be downloaded online which were superior in terms of variety, quality and accessibility.

Today millions download TV programs, computer games, pieces of music and many more items legally every day. In addition, live internet "feeds" now provide instant access to sports events, music concerts and "real time" computer games in which players from around the globe take part in a common virtual reality. Perhaps the most famous of these is Second Life, an aptly named virtual reality website in which people can take on a new identity, attend parties, meet new people, play games, build homes and businesses and generally – well – have a second life. Talk about living on the internet!

Margtekst: Any adult can join Second Life. At any given time out of a total of 20 million users, an average of about 70,000 people are logged on to the cyberworld. Users can create a virtual identity – picking everything from the color of their hair to their gender.

--- 51 to 349

Bildetekst: A mural depicting a man in shackles and the Facebook logo and a mobile phone is seen on the wall of the University of Helwan in Egypt along with other murals commemorating the 2011 revolution that overthrew Hosni Mubarak.

--- 52 to 349

xxx4 Why not call it a Facebook revolution?

In the spring of 2011 Tunisians filled the streets with the help of Twitter. Egyptian protests were coordinated on Facebook pages. Libyan dissenters spread the word about their "days of rage" the same way.

And yet, in these heady days of the "Arab Spring" it became fashionable for experts to dismiss the role of social media in 2011 's revolutions. "People protested and brought down governments before Facebook was invented," said one.

True enough – and completely irrelevant. Technology alone doesn't make revolutions, but social media can provide revolutionaries with vital aid and comfort. Take, for example, the kids who were interviewed in Tahir Square in Cairo the night Egyptian President Mubarak resigned. While waiting for the reporter to finish his introduction they were thumbing on their smartphones.

Want to guess which website they were checking?

Facebook is the internet focused like a laser beam that connects you and your friends with unsurpassed speed. Today it is a club half a billion people strong we can carry in our pockets all around the world. Imagine you are a dictator trying to infiltrate all that free speech. Can't be done.

Facebook brings us all together. Try it. Start a Facebook group for something you deeply believe in. Soon you will realize you were never alone in wanting to achieve your ideal. Living in this kind of activist environment – and make no mistake, we are starting to live in it – makes us keenly aware of how much the world around us needs improvement.

As Facebook continues to spread – to a possible 3 billion users by 2017 – more and more cultures are going to be in for a shock. Of course, not all of them will be Middle Eaststyle powder kegs ready to explode. But sparks can ignite all sorts of fires.

So perhaps there is, after all, a reason to not call events in Egypt and the Middle East the "Facebook revolution." It may be that the real Facebook revolution is global – and only just beginning to gear up.

(Source: Chris Taylor, CNN, seep. 350)

Tasks

Discuss in groups:

a. If you were going to start a Facebook group to fight for an ideal, what would it be?

b. Are any of you a member of Facebook or another social network? If so, explain when and why you joined (or decided to not join). How important is it to you? Do you fear anything about it?

c. The author says that "more and more cultures are going to be in for a shock" as Facebook makes people ever more connected. What kind of shocks do you think he is talking about?

--- 53 to 349

### xxx3 New problems

Of course, these new possibilities also bring with them new problems. Living on the internet can be dangerous – perhaps even fatal. For example, if information is to be open for everyone, who gets to keep secrets? WikiLeaks publishes secret government documents on its wehsite in the name of open information. Governments condemn it for endangering the lives of their citizens, soldiers and secret agents (that's why they are called "secret"). Should governments have no secrets? Some secrets? Who decides?

On a more personal level, who is responsible for things like videos recorded secretly and then uploaded on YouTube or Facebook? Is it solely the persons who made them? Do these providers have no responsibility? Who decides what can be shown? Should it be the authorities? That is China's view, but that is censorship. Do we want that? And what about inappropriate pictures taken and circulated by cell phone to bully classmates? Even if the originator of the photo is found, how is he or she to be stopped? Can such things be punished?

Spot check

a. What was the first reaction of the entertainment industry to the digital revolution?

b. How did the industry adapt?

c. What is "Second Life?"

d. Why do governments dislike WikiLeaks?

e. What is the Chinese authorities view of censorship on the internet?

### xxx3 The personal impact

For better or for worse, the digital revolution is up-close and personal. Today if you are late for a date or have to change your plans at the last minute, you can easily post a notice on Facebook or Twitter to your friends.

In bygone days, being late could end in tragedy – think of Romeo and Juliet. But it's not just the trouble you can now avoid. It's the fun that you can share! If you know of an awesome nightclub, movie, play, party or concert, you can spread the word among all your friends at the touch of a button. And if they get lost getting there, they can use GPS to find their way to you. Apps like that can even save lives.

On the other hand, the digital revolution also brings personal disadvantages. Every move we make on the net is recorded somewhere. We are all leaving a very large "digital footprint" behind us. Hiding does not seem to be an option. Every time you visit a website, you leave a trace of yourself. When you buy something at – say – Amazon or E-bay, your preferences are noted and your address is registered. Next time you visit the site, it will have a list of suggestions based on what it already knows you want.

In addition, thanks to a new generation of internet viruses tailored to smartphones, your every move in the real world can also be monitored. Viruses can be downloaded unwittingly, hidden in new apps, and they represent a very personal form of privacy invasion. One virus, FlexiSpy, can forward your voice or text messages to a designated e-mail address. Another can switch on your phone in your pocket or purse without you even knowing it in order to listen in on your conversations. Yet another can use your GPS app to follow your movements.

Always being in touch may also mean never being out of view.

Bildetekst: Launched in 2007, Google Street View enables users to view photos of streets around the world

--- 54 to 349

xxx4 Wikileaks: Crusader for truth?

WikiLeaks is a whistle-blowing website that aims to bring to light secret information about governments and corporations. It was founded in 2006 by Julian Assange, an Australian activist and journalist, along with a group of like-minded activists and computer experts.

WikiLeaks has a core group of five full-time volunteers and 800 to 1,000 people whom the group can call on for expertise. It gathers secrets and stores them beyond the reach of governments and others determined to retrieve them. It then releases them instantly, and globally.

WikiLeaks publishes its material on its own site, which is housed on a few dozen servers around the globe. By being everywhere, yet in no exact place, WikiLeaks is, in effect, beyond the reach of any institution or government that hopes to silence it.

When Wikileaks published confidential military field reports in July 2010, it was denounced by American officials for endangering the lives of soldiers and civilians. The release in late December 2010 of 250,000 American diplomatic cables led to anger and criticism from officials worldwide. The American State Department had to warn hundreds of human rights activists and foreign government officials whose safety they believed was threatened by the leaks. Some had to be moved to safer locations. President Obama said Assange threatened not only American security interests, but the interests of governments around the world.

When Assange was arrested in Britain, accused of rape by two women when he was in Sweden, some of his internet supporters hacked into corporations and other institutions they believed were aiding his persecution, declaring the start of a "cyberwar". They viewed him as a crusader for the truth.

(Based on: The New York Times, Sunday, March 27,2011, see p. 350)

Tasks

Talk about the following:

a. Do you think Wikileaks is a good or bad thing? Explain your opinion.

b. Why is it difficult, perhaps impossible, to stop Wikileaks from publishing secret materials?

c. Is WikiLeaks really so different from newspapers which also often publish secrets?

--- 55 to 349

### xxx3 Beyond the personal?

Could it be that we are heading into an era where the very idea of having a "private life" is on its way out? After all, "privacy" is a relatively new concept for humanity. It was not so very long ago most of us lived in tribes or small villages where everyone knew practically everything about everyone else. Maybe we are heading that way again – into the electronic "global village" predicted decades ago by media expert Marshall McLuhan. If so, it is a fair question to ask what impact that future will have on humanity. Will we someday end up sharing not just our words, pictures and music, but our very thoughts? McLuhan once said, "We shape our tools and then our tools shape us."

How far can this digital revolution go?

Margtekst: Digital footprints are traces left by someone's activity in a digital environment. A passive digital footprint is information available about you that you haven't initiated, such as addresses, phone numbers and credit history. Active digital footprints are traces of your social life you leave behind, such as groups, chats, online photos, phone records, etc.

Spot check

a. What kind of fun do digital communications allow you to share?

b. What is a digital footprint?

c. Why is privacy a relatively new concept?

xxx3 Glossary

page 48

digit: siffer

device: apparat, innretning

stationary: stasjonasr

hardwired: ledningskoblet/leidningskopla

cutting edge: nyskapende/nyskapande

to lug: å dra på

mussy: bustete

convenient: praktisk

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marvel: vidunder/vedunder

child mortality: barnedødelighet / barnedøying, barnedødelegheit

smear: utstrykningsprøve/ utstrykingsprøve

examination: undersøkelse/ undersøking

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empowered: styrket/styrkt

extended: utvidet/utvida

profoundly: tvers gjennom

innovation: nyskapning

impact: innflytelse/ innverknad

to galvanize: å vekke

to flounder: å famle

to adapt: å tilpasse

accessibility: tilgjengelighet/ tilgjengelegheit

instant: umiddelbar

aptly: passende/passande

page 53

fatal: dødelig/dødeleg

to condemn: å førdomme

provider: en som sørger for noe, bidragsyter / ein som sørger for noko, bidragsytar

censorship: sensur

originator: opphavsperson

page 52

dissenter: person som tenker annerledes / person som tenker annleis

heady: voldsom / ofseleg

to dismiss: å avvise

aid: hjelp

unsurpassed: uovertruffen/ uslåeleg

powder keg: kruttønne

spark: gnist/gneiste

to ignite: å antenne / å tenne på

page 54

crusader: forkjemper/ forkjempar

whistle blower: tyster/tystar

to retrieve: å få tilbake

instantly: umiddelbart

confidential: hemmelig/ hemmeleg

denounced: fordømt

diplomatic cable: kryptert hemmelig dokument brukt i utenrikstjenesten / kryptert hemmeleg dokument brukt i utanrikstenesta

persecution: forfølgelse/ forfølging

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disadvantage: ulempe

trace: spor

tailored: skreddersydd/ skreddarsydd

unwittingly: uforvarende/ uforvarande

privacy invasion: krenking av privatlivets fred

tribe: stamme

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### xxx3 Tasks

1 After Reading: Review

a. Now that you have finished the text, look at the four or five sentences you wrote earlier after skimming the text. How close were you to the actual content?

b+. (Challenging task) Make a new summary of four or five sentences based on what you now know. Compare it with a neighbor's.

2 Vocabulary

Your elderly great-uncle has come to stay for Christmas. He understands almost nothing about modern communications, but is constantly asking you about them. Prepare a way to explain three or four of the following terms in a simple way. Pick a partner and exchange roles as uncle and nephew/niece. By the way, your older relative is not the quickest mind in town ...

Choose words from either group a or group b:

a. smartphones – Wikipedia – Wikileaks – social media – GPS – Twitter

b+. (Challenging task) digital – app – upload/download – global village – digital footprint – virus

3 Discussion

Work in small groups:

a. Count the number of apps on your smartphones or tablets. What are your favorites? Why?

b. Is there any way that people who use digital pictures or videos to bully others can be stopped or punished? Explain your opinion.

c+. (Challenging task) Are you worried that your privacy may be compromised because your activities online are being tracked by corporations or government authorities? Give reasons.

d+. (Challenging task) What do you think the statement "We shape our tools and then our tools shape us" means in the context of this article?

e+. (Challenging task) Take a guess at what will happen in the field of digital communication over the coming ten years. What do you see on the horizon? What would you like to see? Take notes and then compare your response with another group's.

4 Follow-Up: Group Report (Challenging task)

If your group worked with task 3e above, you can also do this task together:

a. You are a group of (highly expensive) consultants from Trendz, a company that deals with trends and innovations in digital communication. You know a lot about what young people think is trendy today, and you also think you know what they will want in the future.

A customer has asked you to write a report about the development of digital communication within the next ten years. Write this report. Remember: your services cost the customer a lot of money, so your report must be of high quality! (See page 346 for reports.)

b. Make a word cloud of your report using wordle.net or an equivalent. What are the most frequently used words in your report?

5 Censorship

a. Opinions about censorship differ according to circumstances, societies and the matters to be censored. Would you accept censorship on the internet with regard to any of the following?

-- pornography

-- dirty jokes

-- political attacks

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-- disgusting pictures

-- racist propaganda

-- gambling

-- spam

b+. (Challenging task) Sit with a fellow pupil, compare results and discuss why you have either accepted or rejected censorship with regard to each of these.

c. In class: Make a list of how many have accepted or rejected censorship for each of these. Discuss the results.

d+. (Challenging task) One thing is to discuss censorship in theory, but is it really possible to censor the internet?

-- If so, how and by whom?

-- If not, why not?

6: Writing

Choose one task:

a. Write a brief expository essay on the virtues of new forms of social interaction. You may find help in the list below. (See page 254 for more about expository essays.)

Social networking lets you:

-- connect with people who share the same specific interests and activities you love

-- get information on trends and jobs

-- share photo galleries, videos, initiate surveys and polls

-- create a network of friends

b+. (Challenging task) Write a reply to the following blog entry (see page 347) on the website Big Brother Is Watching You:

Of course it is good that a government can keep track of its citizens online! We need to be protected from criminals on the internet just like we need the police to protect us from them on the streets of our towns. It's necessary, whether we like it or not.

c+. (Challenging task) Often the same statistics can be used to argue either for or against a proposition. Make use of some of the statistics below from the USA in 2010 to write one of the following:

-- A blog entry supporting the efforts of Parents for Responsibility to promote control of young persons' access to the internet. (See page 347 for blogs.)

-- A short editorial for My Future – a magazine which opposes parental control of young persons' access to the internet. (See page 344 for editorials.)

-- A personal text in which you compare these statistics from the USA with what you know about young people's use of the internet in Norway.

-- 61% of 13-17 year olds have a personal profile on social networking sites

-- 44% of online teens with profiles have been contacted by a stranger, compared with 16 percent of those without profiles.

-- Three quarters of these teens never told their parents they had been contacted.

-- 48% of 16-17 year olds report that their parents know "very little" or "nothing" about their online activities.

-- Females are targeted for online abuse more often than males – with 53 percent of them acknowledging it, as opposed to 42 percent of males.

Source: see p. 350

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7 Analysis (Challenging task)

There are several short texts in various genres placed within the "Digital Revolution" article. To help you analyze these, take a look at pp. 343-347.

a. "Malaria Has a New Enemy" (p. 49): Bill Jones, an editor at the News Now organization, is considering printing this article in his magazine, but is having doubts. His concern is that there is a mix of writing styles. He feels the article starts out like a news article, but ends up in another genre. Write a brief text in which you discuss what genre you think he means. Use examples from the text to support your answer.

b. "Why Not Call It a Facebook Revolution?" (p. 52) / "Wikileaks: Crusader for the Truth?" (p. 54): Use examples of language and style to write a text in which you determine which genre each text represents.

c. Choose three different types of examples of language or content from the text on the right that are typical of a blog text.

8 Quick Research

a. Find out what "phishing" is.

b. Find out if Lifelens has been put on the market since it was introduced in 2011. Has it reached the people it hopes to help?

c. Find other ways in which smartphones are being used to save lives (or avoid injury).

d. Find out what has happened to Julian Assange since this article was written.

e+. (Challenging task) What are the two or three most popular new apps that have appeared over the past year or so? Prepare a brief oral presentation for the class of the one you think is the most interesting. Be sure to tell your classmates why you have chosen it.

Last Night My Smartphone Saved My Life

26th Nov 2010, Australia

Well, what a night! It started with a moonlit bike ride to a bar in Rockingham, where I spent much of the evening watching the other lads trying to pull anything that was a female and had a pulse. Trouble started on the way home.

We were minding our own business, five people on three bikes, riding through sprinklers watering the grass in a park and generally just having fun. Suddenly three men appeared out of an alley, one carrying a plank of wood, heading at us clearly intent on doing us harm. We scattered and I suddenly found myself alone. I did not have a clue where I was or how to get back.

Survival mode kicked in. My smartphone came out and the compass was fired up. I knew that if I headed south I would hit the sea and would know where I was. So using a combination of educated guesses on road direction and the help of my untried and potentially trusty compass I headed south. An unprotected Wifi appeared so I was able to get google maps up and using the inbuilt GPS was able to work out exactly where I was. By the time the others called me, I was happily cycling back to the house, lol.

Hopefully this is not a typical Rockingham night out!!!

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Before reading: Some fear that modern digital communications can function more as a barrier between generations than a link between them because of the technical know-how necessary to use them. What do you think? Write down a few key words, and then join two or three classmates to discuss the issue.

For some people, the digital revolution seems to be speeding up our dizzying rush into the future, leaving the past far behind. For others, however, it may appear to open up new paths to recapturing old virtues.

In the following blog text we meet such a person.

## xxx2 Bringing Back Our Grandparents' Values

January 31, 2011, by Josh Rose

On January 4, 2011 at 9:46 p.m., I posted this message to Facebook:

"Vegas tomorrow. Who's in?"

I was preparing for my yearly drive to Las Vegas. And, as one does, I alerted 500 of my closest Facebook friends of this fact. I didn't even think much of it.

The next morning, before I settled into the long drive, I stopped by at my local coffee shop. Ashley, who works there and knows my kids' names, asked, "Your usual?" And then added, "Heading off to Vegas, huh?" She'd seen my status update.

Some may find this alarming. I found it oddly comforting. I bet this is what it was like for my grandparents, in a time when communities were close-knit; when someone knew if you were going on a trip or noticed if you didn't show up somewhere.

But this is just one of many parallels between our behaviors today and those of our grandparents. Here are a few more ways I think that social media has bridged these generations, culturally speaking.

### xxx3 The return of the slide show

Our grandparents celebrated travel. Seeing things that others hadn't was a privilege. It opened your eyes to the world. So you shared those stories with your friends and relatives. To go, see things, and then come back home and share your observations through pictures and stories — that was part of the experience. I can still remember sitting next to the slide show projector.

We're doing that today with Flickr, Instagram, blogs and Facebook photos, to name a few. Two years ago, I went to Japan for a few weeks by myself. I logged all my experiences on a Posterous site for my friends and family to see.

My parents' generation never did this. They just kind of disappeared for a while, then came home. But recording my trip to Japan is remarkably similar to the behavior of my grandparents, who wanted to tell the stories and bestow their knowledge to anyone who would listen.

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### xxx3 The return of family bonding

Our grandparents talked with their parents. Family dinners were an essential part of life, not to mention ball games, discussions, family outings and just plain hanging out on the porch. But the culture of our parents' generation was more escapist; punk rock, TV dinners, video games, and yes, even the Internet.

Today, a good portion of our grandparents' sensibilities are back, thanks to social media.

Kids are not blocking their parents from their Facebook profiles — well, OK, some are, but not all of them. Teens are texting their parents about their comings and goings. Because of blogging, tweeting, checking in and status updating we are closer to one another than we have been for a hundred years.

We are rediscovering what we once knew inherently; family and community make us less lonely.

### xxx3 The future as the past

I'm as encouraged and excited today with where technology is leading us as I was the first time I saw my Grandpa Joe turn on that slide show projector. In a funny commentary on how he saw the world changing, he used to tell me, "There are only two of us left. And I'm not sure about you."

I think he'd like where we're going.

Do you see social media reviving the values of previous generations?

Source: Maskable, see p. 350

### xxx3 Glossary

Glossary page 59

to alert: å varsle

oddly: merkelig/merkeleg

comforting: oppmuntrende/oppmuntrande

community: (lokal)samfunn

close-knit: sammensveiset/samansveisa

to bridge: å forene /å sameine

to bestow: å skjenke, å gi

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outing: tur, utflukt

escapist: eskapistisk, som flykter fra virkeligheten / eskapistisk, som flyktar frå verkelegheita

inherently: naturlig, medfødt / naturleg, medfødd

to revive: å gjenopplive, å vekke til live

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### xxx3 Tasks

1 After Reading

After reading this article, do you find that you have changed any of your ideas about how digital communication can affect the relationship between generations? Talk about it in class.

2 Tweeting

Make a tweet that expresses what you think are the most important points of this article. Compare your tweet with a classmate's. (Note: It can't be longer than 140 characters!)

3 Discussion

a. Would you be comfortable with other people knowing where you are and what you are doing at any given time?

b. Josh is encouraged and excited about where technology is leading us. How do you feel about it?

c. Would you allow your parents access to your Facebook page or the equivalent (assuming you have one)? Why?

d+. (Challenging task) Do you think your generation is less lonely than the generation before yours that did not have access to the social media? Give reasons for your opinion.

4+ Reader Responses (Challenging task)

Below are a set of reader responses to the question which ends the article – "Do you see social media reviving the values of previous generations?" Choose two replies below and characterize the tone (see p. 260) of the responses. How do they differ from either writing a letter or writing an essay?

a. This is good, but it misses an important point. Our grandparents were in the same room together, while we sit in front of our computer screens miles from each other. That's a big difference. It makes for different kinds of communities.

b. Yeah, well, many of us do both – meet And communicate on the net. That gives us a stronger community than our grandparents ever had – better than either only meeting face-to-face or only talking online.

c. This is the first article I've Ever read that has made me feel really good about social media. As much as I like it the thought of always being "plugged in" has made me a little depressed. Now I feel better about it!

d. That was a beautiful article. And – hey! – my grandparents use Facebook! It makes me happy that they know what I'm doing even when I'm very busy. I like to think that apps are creating an "everybody knows your name" experience for people in a world where we're all strangers. I feel like humanity just might have a chance.

e. Sounds good, but while this might apply for some folks' grandparents, for my grandparents, who were poor and didn't live in the United States, the story was much different.

5 Writing

Choose one task:

a. It is your turn to respond to the question posed at the end of the article. Write a short response as a blog comment and then share it with three of your classmates and read theirs in return. Then respond to one of these in writing.

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b+. (Challenging task) Choose one of the reader responses in task 4 and write two paragraphs continuing what they are saying, using the same tone.

c+. (Challenging task) "Multi-tasking" is a modern word which basically means doing many things at the same time. For example, it is very common for young people to listen to music, check social media, text or talk on the phone – while doing homework or studying for a test. Write a persuasive essay in which you take a strong stand either for or against multi-tasking. Find a suitable title for your essay. (See page 254 for persuasive essay.)

Bildetekst: Social media addiction: The picture shows Ross Gardner (24), whose anti-Facebook video has become a worldwide hit on both YouTube and the Facebook site itself. Ross admits that he used to be an avid Facebook user and was always online, or day-dreaming about being online.

6 Analysis

Choose one task:

a. Compare and contrast the blog text you have just read to the one on page 58 – "Last Night My Smartphone Saved My Life". What is similar and what is different regarding for example style, tone and vocabulary? (See page 347 for blogs.)

b+. (Challenging task) The author of "Bringing Back Our Grandparents' Values" is very positive towards social media and their influence on communication. Go to access.cappelendamm.no to read an extract from a comment called "Keep Your Thumbs Still When I'm Talking to You", and then describe how it differs from the "Grandparents" article in content and style (i.e. what it says and how it says it).

7+ Vocabulary: Making English Words (Challenging task)

English words are often made up of a main root with other syllables added on – either in front (prefixes) or on the end (suffixes). This means that we can often make a good guess at what a word means if we understand the main root. It also means that we have a larger vocabulary than we imagine!

Look at the following words from the text and see how many other words you can make by adding or taking away syllables. (You may have to change the words slightly.) For more information on prefixes and suffixes, see Toolbox at our website.

Example:

comforting comfort, comfortable, uncomfortable, discomforting, discomfort

friend – projector – sensibility – outing – escapist – social – behavior – privilege – knowledge – essential

8 Quick Research

Find out how websites like Posterous, Flickr or Instagram are being used today to share travel experiences with others. Show a few examples to the class.

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Before reading: Make a list of movies you have recently seen. In which language were most of the movies? Which was the next most frequent language? Can you suggest reasons for this division?

## xxx2 The 24/7 World

Today information and entertainment are available night and day worldwide. You can switch effortlessly between movies, TV or radio programs from all over the globe, international news stations and an endless supply of music online. But as much as things have speeded up and spread out, some things remain the same. International English continues to dominate these media and Western – particularly American – influence continues to be greatest in the world entertainment and information market. This can be referred to as "soft power" – the power to make people want what you do (as opposed to making people do what you want - "hard power"). Below we will look at two aspects of this power; the impact of Hollywood on world cinema and the global influence of English on international news networks.

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### xxx3 Hollywood – a global brand

To understand the influence of Hollywood you have to understand that Hollywood is not a place any longer. It is a brand. It represents a vast international network of filmmaking companies no longer centered in any geographical place. What these companies have in common is

1. America as a huge, wealthy home market

2. English as a language

English has reach – even where it is not spoken, English-language films can be dubbed or given subtitles. That makes them both cheap and popular in today's competitive global marketplace.

For decades the Hollywood brand has dominated international film sales through companies like Universal, MGM, 20th Century Fox and Warner Brothers. All of the global top 20 films of 2010 were made by such studios. That year total film revenues within the US and Canada were an impressive $10.5 billion. Total international sales, however, were almost three times that amount – more than $30.8 billion – giving Hollywood combined revenues of a whopping $42.4 billion for 2010. How does Hollywood do it? Here are a few possible explanations:

-- Big budgets. No one can match the kind of money Hollywood spends on films like the Avatar or the Pirates of the Caribbean series. A cast of thousands and fantastic special effects draw an audience.

-- The stars. Actors like Johnny Depp, George Clooney, Will Smith, Natalie Portman, Nicole Kidman or Kirsten Dunst have strong box office appeal. Stars are made in Hollywood.

-- The glamour. Fans are attracted by the life-style of the "beautiful people" on and off screen, including all the scandals, romances and Oscar triumphs and tragedies.

-- Heroes and heroines. Hollywood films give the audience individuals they can identify with, people that they can imitate, admire or wish to be like.

-- The creation of whole categories of movies that the audience knows, likes and will pay to see because they trust Hollywood to deliver the goods, including:

-- action films

-- romantic comedies

-- teenage melodramas

-- horror films

-- science fiction films

-- historical dramas

-- The screen writers. Hollywood has the money to hire some of the best writers around and to buy up the rights to make movies out of the most popular novels and plays.

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-- The sheer number of Hollywood films available. An American audience of 312 million means that hundreds of movies can be made each year and afterwards exported at low cost.

-- Huge advertising campaigns that can, for example, put plastic Walt Disney film figures in every McDonald's in the world within days of the opening of a movie.

-- English as a world language, giving Hollywood a global market of well over a billion people. No other national cinema can possibly match it – 36% of all films are made in English.

Hollywood's grip on the film industry has forced filmmakers around the world to copy its methods, both in terms of its art and its way of doing business. It is said that imitation is the sincerest form of flattery. Around the world others have taken the Hollywood model to their hearts and made it their own.

Spot check

a. What is "soft power"?

b. What do Hollywood companies have in common?

c. How much money did Hollywood companies make in 2010?

d. What does the phrase "imitation is the sincerest form of flattery" mean in this article?

### xxx3 Bollywood – drama and entertainment

Although Hollywood remains the 900 pound gorilla of worldwide cinema, it may come as a surprise that it is no longer the largest filmmaker on the planet. Many years ago it had to cede that honor to its Indian sound-alike, Bollywood. "Bollywood" is a term that now encompasses the entire Indian film industry. Taken together, it produces over 1000 films a year, compared to about 500 from Hollywood. In 2004 it surpassed Hollywood in total audience as well, registering over 3.6 billion tickets sold in comparison to Hollywood's mere 2.6 billion worldwide. Moreover, the Bollywood market is expected to expand over the coming decades, thanks to a growing population of over 500 million Indians under the age of 20.

Compared to Hollywood, most Bollywood films are simple, relatively inexpensive melodramas – usually musicals with at least one big dance scene. The tone is decidedly escapist. The emphasis is on star-crossed lovers, corrupt politicians, twins (or other family members) separated by birth, dramatic reversals of fortune and oddly convenient coincidences. Bollywood keeps its distance from critical social commentary on the problems of the day. Rather, the films feature bright colors, striking scenery, lots of music and above all some of the world's most beautiful people – actors like Shahrukh (King) Khan, reputedly the most famous man on earth.

All is not sunshine and roses for Bollywood, however. Only about half of the films made there are ever actually shown in movie theaters and more than 90% of those shown earn little or no profit.

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Bollywood stays afloat on a handful of blockbuster successes per year. In contrast, Hollywood releases virtually all the films it makes and is far more profitable. One single Hollywood studio – Walt Disney – made more money than all of Bollywood in 2010. Almost two thirds of Hollywood's profits come from international sales, compared to only one fifth of Bollywood's. Here international English plays an important role. Only 2% of Bollywood films are in English. As one Indian actor put it, "I don't think Indian cinema is going to be this huge rage in the English-speaking world. There is always a language barrier and that is something that has to be respected."

Perhaps, but the huge success of the British Oscar winning, Bollywood inspired film Slumdog Millionaire in 2008 suggests that this language barrier can be overcome. Slumdog Millionaire proved that the Bollywood recipe could successfully compete toe-to-toe with Hollywood in the global marketplace, providing it was willing to use English to reach an international audience. Perhaps we will be seeing more of that. In any case, Bollywood has already shown that Hollywood's techniques can be used to create a successful homegrown film industry. This has been an inspiration for filmmakers around the world, not least in Africa.

Spot check

a. What does the term Bollywood refer to?

b. What kinds of films arc made in Bollywood?

c. How many films does Bollywood make in English per year?

d. Why has Bollywood been an inspiration to others?

### xxx3 Nollywood – new technology creates a new film industry

"Nollywood" is the name of Nigeria's booming film industry, which recently took over Hollywood's position as the world's second largest producer of feature films. Astonishingly, twenty years ago there was no Nigerian film industry, but today over 800 feature films are made every year. The key to this explosive growth was the coming of digital video technology. Unlike Hollywood or Bollywood films, Nollywood movies are made on shoe-string budgets of both time and money. An average production takes just ten days and costs about $15,000. In comparison, an average Hollywood film costs $13.5 million (Bollywood averages about $1.3 million).

Here's how it happened. In the 1990s uncertain times led Nigerians to prefer to stay at home to watch movies on video tapes (and later DVDs) rather than go out to the cinema. Hollywood action films and Bollywood musical films provided little that was relevant to life in African cities and villages. Nollywood started in 1992 with the success of a locally made video film called Living in Bondage, a tale of the occult. It was distributed on video cassette. With a system of both production and distribution available, Nigerian businessmen saw a potentially huge market opening up and jumped in.

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These days there are about 300 producers making movies. As soon as new technologies become affordable, they are adopted. Bulky videotape cameras have given way to their digital High Definition (HD) descendants. Editing and special effects are done using common computer-based programs. The films go straight to DVD disks for distribution. They cost only a few dollars, which most Nigerians can afford.

These films are successful because of their local roots. Nollywood stars are native Nigerians. The settings are familiar. Stories deal with situations people understand and confront daily: romance, comedy, the occult, crooked cops, prostitution, and HIV/AIDs. Over 50% of them are made in English, which has made them popular throughout English-speaking Africa. The techniques Nollywood has pioneered are now increasingly being used to create cinema around the world. One enthusiastic Nigerian producer exclaimed, "Watch out Hollywood. Here we come!"

Spot check

a. How many films are made in Nollywood each year?

b. Why was Nollywood established in the 1990s?

c. How are Nollywood films distributed?

d. Why are the films so successful?

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Before reading: Do you watch news broadcasts on TV? Which channels do you watch? Are any of these in English? Which of the channels do you trust the most to give you the most accurate information? Compare your answers in class.

### xxx3 News of the world

English has been central to the revolution in global news broadcasting that has occurred over the past half century. The roots of the present-day global 24/7 news cycle may be found in the middle of the 20th century. First there was the BBC World Service, broadcasting radio in shortwave to the British Commonwealth around the clock because – as it was said – "the sun never sets on the British Empire". After the Second World War the BBC was joined by worldwide broadcasts from the Voice of America, including Radio Free Europe which sent radio and TV programs to Eastern Europeans behind the Iron Curtain.

It was the 1980s, however, that saw the breakthrough for commercial international news reporting. The key technology was the introduction of cable radio and TV. The path breaker was CNN (the Cable News Network). It was founded in the United States in 1980 by Ted Turner. He believed that money could be made with a 24-hour cable TV news service. The concept caught on quickly in North America. Soon it was filling TV screens in hotels and living rooms across the country. Encouraged, in 1984 Turner started CNN International, the first 24/7 global TV news network. Today CNN International reaches about 200 million households and hotels in more than 200 different countries around the world.

CNN International's success has led to the establishment of many other 24/7 news networks, not least the BBC World News, which upgraded its TV service to 24/7 in 1990 and now reaches 83 million viewers in more than 200 countries. Other networks followed, including SKY News, ABC News, Fox News Channel, MSNBC and France 24 (in English!). With the exception of the last entry, all have their headquarters in America or Britain. This has led to criticism from the rest of the world that the news these channels present is slanted from an Anglo-American (or Western) perspective.

Spot check

a. What are the roots of the international news cycle?

b. When was CNN International established?

c. How many viewers does the BBC reach these days?

d. Why have some people been skeptical of Anglo-American international news channels?

### xxx3 Whose news?

As a reaction to this, many national and regional 24/7 news channels have been established in local languages (including, for example, TV2 Nyhetskanalen in Norway). Some of these have become extremely important in the part of the world they are found.

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Perhaps the best example of this is A1 Jazeera (literally "The Island"). It was founded in 1996 in Doha, Qatar. The aim of this Arabic speaking commercial TV news network was "to give voice to untold stories, promote debate, and challenge established perceptions". It quickly grew to become the largest news provider in the region. It was also the most independent – a dissenting voice among local, largely government controlled news channels. By the time it began broadcasting round the clock in 1999, it had an estimated 35 million regular viewers.

As impressive as that sounds, it was still far below the numbers of major international news networks like CNN or the BBC. As long as A1 Jazeera remained within the confines of the Arabic language, it had grown about a far as it could. Yet many still felt that there was a worldwide need for a different perspective on events in the Middle East – and elsewhere – than that of the Anglo-American news channels. And they believed it would be a profitable need to meet.

### xxx3 Going English

That is why Al Jazeera English was launched in 2006. It expected to reach about 40 million households the first year, but actually got double that number. By 2009 it had reached 130 million homes in over 100 countries. However, it had not managed to gain many viewers in the largest English-speaking market of all, the United States. This was primarily because it had a very different view on the ongoing conflicts in the Middle East than Washington's – so much so that President George W. Bush once referred to Al Jazeera as the "voice of al-Qaeda".

Then came the Arab Spring of 2011. When this wave of democratic revolution swept across the Middle East, it quickly became clear that some of the best reporting was coming from Al Jazeera. It had the greatest knowledge of the local conditions – as well as the greatest credibility among the local populations. It doggedly continued to break stories from Egypt despite attacks from the Egyptian authorities. America took note. The Obama White House followed the news from Egypt from two sources – CNN and Al Jazeera English. And, just as CNN's coverage of the fall of the Berlin wall in 1989 had made it internationally admired and respected, Al Jazeera's coverage of the Arab Spring increased its reputation enormously. It had arrived as one of the major players on the international news scene.

Margtekst: al-Qaeda is a global militant Islamist terrorist organization founded by Osama bin Laden. The term "al-Qaeda" means "The Base"or"The Foundation".

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### xxx3 Mixing it up

Al Jazeera is far from the only news network to realize that English is necessary to reach an international audience. Many others have followed suit, including Doordarshan News (India), Press TV (Iran), NHK World TV (Japan), Russia Today (Russia) and CCTV News (China). What they all have in common is a desire to present their version of events to as many people worldwide as possible. Major players like CNN and the BBC have taken note of this and returned the compliment. They, for their part, have developed foreign language broadcasts aimed at the customers of their competitors – for example, CNN en Espanol, CNN TURK, BBC Persian TV and BBC Arabic. And so they all happily invade each other's home territory to compete for viewers on both the international and national level.

Nowhere has that competition become fiercer than in cyberspace. Aiming at laptops, smartphones and tablets, the international news networks have created online news websites, digital TV streaming, podcasts, blog sites, chat rooms and much more – all in cooperation with internet giants like Facebook, YouTube, Twitter, Yahoo and Google. This amazing mix of media is the new frontier of international news. Yet one constant remains among all this bewildering variety – international English is the language of choice for all.

Spot check

a. Where are Al Jazeera's headquarters located?

b. Why was Al Jazeera English founded in 2006?

c. Why has Al Jazeera English recently become more popular in the West?

d. Why have other new channels begun to broadcast in English?

e. Where is the competition most intense among international news stations?

### xxx3 Glossary

Glossary page 63

supply: tilgang

impact: innflytelse/ innverknad

Glossary page 65

brand: varemerke

reach: rekkevidde, utstrekning

competitive: konkurranse-preget/konkurranseprega

revenues: inntekter

cast: rolleliste, rollebesetning

Glossary page 66

flattery: smiger

to cede: ǟ avstå, ā gi fra seg / a avstá, å gi frå seg

to encompass: å omfatte

to encompass: a omfatte

escapist: eskapistisk, som flykter fra virkeligheten / eskapistisk, som flyktar frå verkelegheita

emphasis: (hoved)vekt/ (hovud)vekt

star-crossed: ulykkelig/ ulykkeleg

reversal of fortune: motgang, uhell

Glossary page 67

blockbuster: knallsuksess

profitable: lønnsom, innbringende / lønnsam, rekningssvarande

rage: siste skrik, popular

toe-to-toe: side om side

booming: blomstrende/ blomstrande

shoe-string budget: lavt budsjett / lågt budsjett

Glossary page 68

affordable: å ha råd til

descendant: etterkommer/ etterkommar

Glossary page 69

accurate: presis, nøyaktig

shortwave: kortbølgesending

Iron Curtain: an expression referring to the closed borders of the eastern European countries (of the Warsaw Pact) during the Cold War years between 1945 and 1989 path breaker: nyskaper, banebryter / nyskapar, banebrytar

slanted: target, framstilt skjevt / farga, framstilt skeivt

Glossary page 71

perception: oppfatning

dissenting: avvikende/ avvikande

confine: rarame, begrensning / ramme, grense

primarily: først og fremst

credibility: troverdighet, pålitelighet / truverde, pålitelegheit

dogged: sta, hardnakket / sta, hardnakka

Glossary page 72

to follow suit: å gjøre det samme, å folge opp / å gjere det same, å folge opp

tablet: lesebrett, nettbrett

--- 73 to 349

### xxx3 Tasks

1 After Reading

a. Looking back over the list of films you made at the start of this article, how does this article help explain the division you found in that list?

b. Look at the list of channels you made earlier (page 69). After having read about news channels in this article, which additional news channels would you pick if you had the opportunity? In what format would you be most likely to access them; i.e. on TV, through your PC/tablet, or your smartphone? Compare your answers with a neighbor's.

2 Main Ideas

a. Form groups of four. Close your books and use your memory of the article to compare and contrast Hollywood, Bollywood and Nollywood in terms of income, stars, types of films, audience, cost, and so on.

b. Sum up the reasons why many foreign language news channels decided to also broadcast in English. What has been the reaction of the established global English news channels to this development?

3 Discussion

Films:

a. Look over the reasons given for the popularity of the Hollywood brand on pp. 65-66. Which three do you think are the most important? Form groups of three and compare your answers.

b. Do you think Bollywood films will be as popular worldwide as Hollywood films in the future? Why?/Why not?

c+. (Challenging task) Can you think of other factors for Hollywood's success not mentioned on pp. 65-66?

News:

d. The term "infotainment" has sometimes been used when commenting on modern news casting. What do you think it means? Is it a positive or negative term, in your opinion?

e+. (Challenging task) CNN, the BBC and A1 Jazeera have all been accused of being slanted in their news coverage because they reflect the countries and cultures they are based in. Can this be avoided?

4 Vocabulary: Word Pairs

a. From the list below make word pairs that are used in the text. (You may use some words more than once.) Example: social network chat – screen – news – effects – high – soft – room writer – commentary – provider – power – special – blog – definition – social – network

b. Choose five word pairs and write sentences that contain these pairs.

Example: He met his third wife in a chat room in 2006.

c+. (Challenging task) Then write a short definition for each of the five word pairs

Example:

chat room - an online location to meet and talk

5 Discussing Quotes

a. Choose one of the following quotes and explain to a fellow student what the speaker means.

-- This is a time when we need to smile more and Hollywood movies are supposed to do that for people in difficult times. (Steven Spielberg)

-- It's good to experience Hollywood in short bursts, I guess. Little snippets. I don't think I can handle it all the time, it's pretty nutty. (Johnny Depp)

-- I'm not a Hollywood basher because enough good movies come out of the Hollywood system every year to justify its existence, without any apologies. (Quentin Tarantino)

-- Hollywood is a place where they'll pay you a thousand dollars for a kiss and fifty cents for your soul. (Marilyn Monroe)

-- I think Hollywood has a class system. The actors are like the inmates, but the truth is they're running the asylum. (Robert De Niro)

--- 74 to 349

b+. (Challenging task) Then discuss which of these quotes is closest to your own impression of the Hollywood brand.

6 Taking Action

Choose one task:

a. Get a list of the films your local cinema has played over the last week. How many were in English? If possible, find out which of these movies had the largest ticket sales. Suggest reasons why these movies were the most popular.

b+. (Challenging task) Check out the TV guide listings for tonight's programs from 6 pm to 11 pm on NRK1, NRK3, TV2, TVNorge and TV3. Make a short report on the amount of English-language content on each channel. What conclusions can you draw?

7 Writing

Choose one task:

a. Write a personal text (for example a comment, blog text or letter to the editor) in which you give your response to the following statement: "Norwegian films are just weak imitations of the kind of American movies every Norwegian has seen hundreds of times. It would be better if we just stopped making movies in this country and concentrated on skiing or knitwear. At least that's not something the Americans have forced upon us."

b. List the three international news events of the past year you remember best. Choose one and write a brief summary of what you can remember it was about. Then compare your list and summary with another pupil's.

c+. (Challenging task) Write a short review of an English-language film you have recently seen. Identify the qualities that make it good or bad in your opinion. (See page 345 for reviews.)

d+. (Challenging task) Sum up an article in your local paper, and then change it to English and exaggerate it – make it sensational. Give your article a suitably sensational title.

8 Quick Research

Choose one task:

a. Write a short biography of your favorite English-speaking actor or director.

b. Choose two of the international news channels mentioned in the article and compare their headlines for the news of the day on their online websites. What do they have in common? How do they differ?

c. Find out how many households Al Jazeera English now reaches worldwide.

d. What were the five most successful Bollywood films last year?

--- 75 to 349

Before reading: Below you will read about how the domination of international English in films and TV shows has created a spin-off industry – an example of one hand washing the other (hmm ... now how would you translate that phrase?).

## xxx2 Lost in Translation

Non-English-speaking countries face two choices when they buy films or TV programs in English. Either they can "dub" them (use actors to give the characters new voices in the local language) or they can keep the original English soundtrack and put in "subtitles" (written translations that can be read in the local language along the bottom of the screen). Most small countries use subtitles because they are cheaper and quicker.

However, professional translators making subtitles face a unique challenge these days: more and more of their audiences speak English. Since their written translation is shown at the same moment as the English dialogue is spoken, anyone who understands both languages can quickly spot a mistaken translation. A mistake can completely upset the meaning of the dialogue, often with unintended comic effects. These mistakes are known as "bloopers".

### xxx3 Bloopers

Spoken English can be difficult to translate for many reasons. Here are examples of some subtitle mistakes:

Misunderstandings of "call":

-- A priest explains, "That's when I got my call from God." The subtitle reads, "That's when God telephoned me."

-- A general has to decide whether or not to bomb a target in a city. He says, "It's a tough call."

The subtitle reads, "It's hard to make a phone call."

Technical terms can also cause problems. For example:

-- A businessman says "Send me a carbon copy." The subtitle reads, "Send me a copy of coal."

In a war film one Dutch translator made the following memorable mistranslation:

-- A soldier is shot dead and his comrade closes the dead man's eyes saying, "Rest easy."

The subtitle reads, "Take a nice little break."

--- 77 to 349

Translators have to get their product to market quickly. Time is money. So they need good general knowledge to make quick decisions. In the example below knowledge clearly seems to have failed the translator:

-- In a television series, two characters were talking about President Lincoln being assassinated shortly after the American Civil War (1865), "while he was watching a show" (at the Ford Theater in Washington D.C.).

The subtitle reads, "while he was watching TV."

One translator – not knowing that Greyhound is an American bus company – trusted his dictionary and came up with the following:

-- A boy says, "He is so crazy he wants to build a Greyhound depot on the highway!"

The subtitle reads, "He is so crazy he wants to build a dog-racing track on the road."

If the translator had had a general knowledge of music, he might have avoided the following mistake:

-- Though Chet Baker was a very talented trumpet player, he did not read music. In a documentary a colleague says, "Sometimes he didn't know which bar we were in."

This was translated as, "Sometimes he didn't know which cafe we were in."

What Chet didn't know was which "musical bar" (time segment) he was in. But given the lifestyles of some musicians, perhaps the translator can be forgiven this time.

### xxx3 Pirate territory

The bloopers noted above were made by professionals trying hard to make correct translations. Things can get a lot wilder in the subtitles made for illegal copies of popular films. The translations in these pirated editions are often made by amateurs who have only a shaky knowledge of English. The results can be – to put it mildly – surprising.

On the next page, for example, are the famous opening credits for one of the Star Wars movies. On the left is the original English, on the right is the English translated from a foreign language on the pirated edition.

--- 78 to 349

|  |  |
| --- | --- |
| Star Wars | Star War |
| Episode III | The third gathers |
| Revenge of the Sith | The backstroke of the west |
| War! The Republic is crumbling under attacks by the ruthless Sith Lord, Count Dooku. There are heroes on both sides. | The war came! The republic encountered. Two squares fight the vehemence. |
| Evil is Everywhere | The improbity fills the world |

"The backstroke of the west"? The meaning of the original text has been completely lost in translation. May the Force be with you here – you will need it.

### xxx3 Glossary

Glossary page 75

to face: å møte

unintended: utilsiktet/ utilsikta

tough: vanskelig, tøff / vanskeleg, toff

memorable: minneverdig

comrade: kamerat

Glossary page 77

depot: depot; her: terminal

shaky: vaklende/vaklande

opening credits: text that is telling the story so far

Glossary page 78

vehemence: voldsomhet, heftighet / ofse

--- 79 to 349

### xxx3 Tasks

1 Writing Subtitles

Try your hand at subtitles! The following sentences are actual English subtitles taken from films made in Hong Kong. In each case, a Chinese expression has been translated so that it doesn't sound natural in English. What do you suppose the original translator was trying to say? Try to come up with a natural-sounding English translation and compare it with a classmate's.

a. I got knife scars more than the number of your leg's hairs.

b. Fatty, you with your thick face have hurt my foot.

c. I'll burn you into a BBQ chicken.

d. Beware! Your bones are going to be disconnected.

e. Take my advice, or I'll spank you without pants.

2 Using Translation Programs

These days translators have competition from online translation programs. One of them is "Google Translate" at http://translate.google.com. Let us see how well it works. Form groups of three and do the following:

a. Use Google to translate the following sentences from English into Norwegian and then evaluate how good a job has been done. What has gone right? What has gone wrong?

-- The masses are now making their own mass communication.

-- My smartphone came out and the compass was fired up.

-- Today, a good portion of our grandparents' sensibilities are back, thanks to social media.

-- This can be referred to as "soft power" – the power to make people want what you do.

-- I don't think Indian cinema is going to be this huge rage in the English-speaking world.

-- It's a tough call.

b. Now it's your turn. Find or make up five Norwegian sentences, have Google translate them into English and make a similar evaluation. Then find another group and compare results.

--- 80 to 349

Before reading: The following edited excerpt is taken from the start of the novel Q&A by Vikas Swarup. Q&A (for "Question & Answer") tells the tale of a poor boy from the slums of India who goes from rags to riches by winning a national quiz show. Winning is not as simple as having the correct answers, however, as he soon finds out. Some of you may recognize this scene from the start of the movie Slumdog Millionaire, which is based on the novel.

Ram, the narrator of the story, is asked these quiz questions in the excerpt you are about to read. Try to answer them yourself. Then scan the excerpt to find the correct answers.

1. What is the currency of France?

2. Who was the first man to set foot on the moon?

3. Where are the pyramids situated?

4. Who was the President of the USA before Barack Obama?

## xxx2 Q&A: Prologue

by Vikas Swarup (b. 1963, India)

I have been arrested. For winning a quiz show.

They came for me late last night, when even the stray dogs had gone off to sleep. They broke open my door, handcuffed me and marched me off to the waiting jeep with a flashing red light.

There was no hue and cry. Not one resident stirred from his hut. Only the old owl on the tamarind tree hooted at my arrest.

Arrests in Dharavi are as common as pickpockets on the local train. Not a day goes by without some hapless resident being taken away to the police station. There are some who have to be physically dragged off by the constables, screaming and kicking all the while. And there are those who go quietly. Who expect, perhaps even wait for, the police. For them, the arrival of the jeep with the flashing red light is actually a relief.

In retrospect, perhaps I should have kicked and screamed. Protested my innocence, raised a stink, galvanized the neighbours. Not that it would have helped. Even if I had succeeded in waking some of the residents, they would not have raised a finger to defend me. With bleary eyes they would have watched the spectacle, made some trite remark like "There goes another one," yawned, and promptly gone back to sleep. My departure from Asia's biggest slum would make no difference to their lives. There would be the same queue for water in the morning, the same daily struggle to make it to the seven-thirty local in time. [...]

There are those who will say that I brought this upon myself. By dabbling in that quiz show.

--- 81 to 349

They will wag a finger at me and remind me of what the elders in Dharavi say about never crossing the dividing line that separates the rich from the poor. After all, what business did a penniless waiter have to be participating in a brain quiz? The brain is not an organ we are authorized to use. We are supposed to use only our hands and legs.

If only they could see me answer those questions. After my performance they would have looked upon me with new respect. It's a pity the show has yet to be telecast. But word seeped out that I had won something. Like a lottery. When the other waiters heard the news, they decided to have a big party for me in the restaurant. We sang and danced and drank late into the night. For the first time we did not eat Ramzi's stale food for dinner. We ordered chicken biryani and seekh kebabs from the five-star hotel in Marine Drive. The doddery bartender offered me his daughter in marriage. Even the grouchy manager smiled indulgently at me and finally gave me my back wages. He didn't call me a worthless bastard that night. Or a rabid dog.

Now Godbole calls me that, and worse. I sit cross-legged in a ten-by-six-foot cell with a rusty metal door and a small square window with a grille, through which a shaft of dusty sunlight streams into the room. The lock-up is hot and humid. Flies buzz around the mushy remains of an over-ripe mango lying squished on the stone floor. A sad-looking cockroach lumbers up to my leg.

--- 82 to 349

I am beginning to feel hungry. My stomach growls.

I am told that I will be taken to the interrogation room shortly, to be questioned for the second time since my arrest. After an interminable wait, someone comes to escort me. It is Inspector Godbole himself.

Godbole is not very old, perhaps in his mid forties. He has a balding head and a round face dominated by a handlebar moustache. He walks with heavy steps and his overfed stomach droops over his khaki trousers. "Bloody flies," he swears and tries to swat one circling in front of his face. He misses. [...]

Outside the interrogation room two constables stand stiffly to attention, a sign that someone important is inside. In the morning they had been chewing paan and exchanging dirty jokes. Godbole literally pushes me into the room, where two men are standing in front of a wall chart listing the total number of kidnappings and murders in the year. I recognize one of them. He is the same man, with long hair like a woman – or a rock star – who had been present during the recording of the quiz show, relaying instructions through a headset to the presenter. I don't know the other man, who is white and completely bald. He wears a mauve-coloured suit and a bright-orange tie. Only a white man would wear a suit and tie in this stifling heat. [...]

Godbole presents me to the white man like a ringmaster introducing his pet lion. "This is Ram Mohammad Thomas, Sir." [...]

"Hello," he addresses me. "My name is Neil Johnson. I represent NewAge Telemedia, the company that licenses the quiz. This is Billy Nanda, the producer."

I remain quiet. Monkeys do not speak. Especially not in English.

He turns to Nanda. "He understands English, doesn't he?"

"Are you out of your mind, Neil?" Nanda admonishes him. "How can you expect him to speak English? He's just a dumb waiter in some godforsaken restaurant, for Chrissake!"

The sound of an approaching siren pierces the air. A constable comes running into the room and whispers something to Godbole. The Inspector rushes out and returns with a short, corpulent man dressed in the uniform of a top-level police officer. Godbole beams at Johnson, displaying his yellow teeth. "Mr Johnson, Commissioner Sahib has arrived."

Johnson rises to his feet. "Thank you for coming, Mr Commissioner. I think you already know Billy here."

The Commissioner nods. "I came as soon as I got the message from the Home Minister."

"Ah yes ... He is an old friend of Mr Mikhailov's."

"Well, what can I do for you?"

--- 83 to 349

"Commissioner, I need your help on W3B"

"W3B?"

"Short for Who Will Win A Billion?"

"And what's that?"

"It's a quiz show that has just been launched – in thirty five countries – by our company. You may have seen our advertisements all over Mumbai."

"I must have missed them. But why a billion?" [...]

"Would it have been half as interesting if the top prize had been ten thousand instead of a billion?"

"Well ... I suppose not."

"Exactly. You see, the biggest tease in the world is not sex. It's money. And the greater the sum of money, the bigger the tease." [...]

"OK. I get the picture. Now how does this guy, what's his name, Ram Mohammad Thomas, fit into all this?"

"He was a participant in our fifteenth episode last week."

"And?"

--- 84 to 349

And answered all twelve questions correctly to win a billion rupees. [...]

The Commissioner nods. "OK, so what do you want me to do?"

"I want your help to prove that Thomas cheated on the show. That he couldn't have known the answers to all twelve questions without an accomplice, lust think. Tie's never been to school. He's never even read a newspaper. There's no way he could have won the top prize."

"Well ... I'm not so sure." The Commissioner scratches his head. "There have been cases of boys from poor backgrounds turning out to be geniuses in later life. Wasn't Einstein himself a high-school drop-out?" "Look, Mr Commissioner, we can prove right now that this guy is no Einstein," says Johnson. He gestures to Nanda.

Nanda approaches me, running his fingers through his luxuriant hair. He addresses me in Hindi. "Mr Ram Mohammad Thomas, if you were indeed brilliant enough to win on our show, we would like you to prove it by taking part in another quiz for us, now. These will be very simple questions. Almost anyone of average intelligence will know the answers." He sits me down on a chair. "Are you ready? Here comes question number one. What is the currency of France? The choices are a) Dollar, b) Pound, c) Euro, or d) Franc." [...]

"Franc," I reply sullenly.

"Wrong. The correct answer is Euro. OK, question number two. Who was the first man to set foot on the moon? Was it a) Edwin Aldrin, b) Neil Armstrong, c) Yuri Gagarin, or d) Jimmy Carter?"

"I don't know."

"It was Neil Armstrong. Question number three. The Pyramids are situated in a) New York, b) Rome, c) Cairo, or d) Paris?"

"I don't know."

"In Cairo. Question number four. Who is the President of America? Is it a) Bill Clinton, b) Colin Powell, c) John Kerry, or d) George Bush?" "I don't know."

"It's George Bush. I am sorry to say, Mr Thomas, that you didn't get a single answer right."

Nanda turns to the Commissioner, and reverts to English. "See, I told you this guy's a moron. The only way he could have answered those questions last week was by cheating." [...]

"Have you considered buying him off?" the Commissioner suggests hopefully. "I mean he probably doesn't even know the number of zeros in a billion. I imagine he would be quite happy if you threw him just a couple of thousand rupees."

I feel like punching the Commissioner's lights out. Admittedly, before the quiz show I didn't know the value of a billion. But that's history. Now I know. And I am determined to get my prize. With all nine zeros.

--- 85 to 349

Johnson s answer reassures me. "We can't do that," he says. "It would make us vulnerable to a law suit. You see, he is either a bona fide winner or a crook. Therefore either he gets a billion or he goes to jail. There's no halfway house here. You have to help me ensure he goes to jail. Mr Mikhailov would have a coronary if he had to shell out a billion now."

The Commissioner looks Johnson directly in the eye. "I understand your point," he drawls. "But what's in it for me?"

As if on cue, Johnson takes him by the arm into a corner. They speak in hushed tones. I catch just three words: "ten per cent". The Commissioner is clearly excited by what he is told. "OK, OK, Mr Johnson, consider your job done. Now let me call in Godbole." [...]

"Godbole, by tomorrow morning I want the name of the collaborator and full details of the MO. Use any means necessary to extract the information. But be careful. Remember, your promotion depends on this."

"Thank you, Sir. Thank you." Godbole puts on a plastic smile. "And don't worry, Sir. By the time I am through with this boy, he will be ready to confess the murder of Mahatma Gandhi."

Spot check

a. What has Ram been arrested for?

b. Why didn't he kick and scream in protest?

c. What did the elders in Dharavi warn him about?

d. How did his fellow workers celebrate his success?

Spot check

a. Where is Ram taken?

b. Describe Inspector Godbole.

c. Who does the white man represent?

d. Why doesn't Billy Nanda think Ram can speak English?

Spot check

a. Why has the Commissioner come to the jail?

b. What does W3B mean?

c. What does Mr Johnson want the Commissioner to do?

d. Why does Billy Nanda ask Ram questions?

Spot check

a. What does the Commissioner suggest they propose to Ram?

b. How does Ram feel about this?

c. Why can't they simply bribe Ram?

d. Why does the Commissioner agree to help them?

### xxx3 Glossary

Glossary page 80

to edit: å redigere

excerpt: utdrag

rags to riches: fra fattigdom til velstand / frå fattigdom til velstand

stray dog: løshund/laushund

to handcuff å: sette handjern på / å sette handjern pa

hue and cry: ståhei

to hoot: å ule, å tute

hapless: uheldig

relief: lettelse/lette

in retrospect: når en ser tilbake / når ein ser tilbake

to galvanize: å live opp, å vekke

trite: banal

promptly: umiddelbart

Glossary page 81

to dabble: å sysle med

to seep: å spre seg sakte, å lekke ut / å spreie seg sakte, å leke ut

doddery: senil

grouchy: gretten

indulgently: overbëærende/ overberande

back wages: utestående lønn, lønn til gode / utestaande lønn, lønn til gode

rabid: rabiessmittet/rabiessmitta

grille: gitter

humid: fuktig

Glossary page 82

cockroach: kakerlakk

interminable: uendelig/ uendeleg

to droop: ǟ henge

paan: (Hindi) leaf of the betel vine chewed with a nut to clean the mouth

mauve: lyslilla

Ram Mohammad Thomas: Ram is the name of a Hindu god. Mohammad is the prophet of Islam. Thomas is a disciple of Jesus. All three names are common personal names, but not together!

to admonish: å bebreide

corpulent: tjukk

Sahib: (Hindi) polite title, similar to Mr

Glossary page 84

accomplice: medhjelper/ medhjelpar

luxuriant: tykt (om hår) / tjukt (om hår)

to revert: a gä tilbake til

Glossary page 85

bona fide: (Lat.) ekte, lovlig / ekte, lovleg

coronary: hjerteinfarkt/ hjarteinfarkt

to shell out: å punge ut med

collaborator: medløper, kollaboratør / medløper, kollaboratør

MO: modus operandi, kjennetegn, varemerke (for en forbryter) / modus operandi, kjenneteikn, varemerke (for ein forbrytar)

### xxx3 Tasks

1 Making a Case

You are Inspector Godbole. Write a short police report on the arrest of Ram Mohammad Thomas based on this excerpt. Remember, a police report is an official public document. You must justify the arrest. (See page 346 for reports.)

2 Quiz

Form groups of three. Prepare a quiz with five questions based on information from this excerpt. Find another group and give one another your quizzes.

3 Discussion

a. Why don't the men from New Age Telemedia believe that Ram has honestly answered the questions in the W3B?

b. This extract makes it clear that India is a society a with sharp class divisions. Which characters in this story belong to the elite? Which to the underclass? Who might be seen as in between the two?

c+. (Challenging task) How does Mr Johnson persuade the Commissioner to help them prove that Ram has cheated on the quiz show? What does this tell us about the role of international media in this story?

d+. (Challenging task) Human life seems to have little value in the slum in which Ram lives. How does he explain this attitude among the inhabitants? Can you think of other reasons why they might feel so indifferent about Ram's arrest?

e+. (Challenging task) How does the text convey the relationship between the slum dwellers and the police? Find examples of this. How would you characterize this relationship?

4 Writing

Choose one task:

a. Summarize the excerpt from the viewpoint of Inspector Godbole as if he were telling it to his wife; i.e. use the first person perspective. (See p. 278 for point of view).

--- 86 to 349

b. You are Mr Johnson. Write a confidential report to your bosses at the corporate headquarters of NewAge Telemedia explaining the problem with Ram Mohammad Thomas and the way in which it is to be solved. (See p. 346 for reports.)

c+. (Challenging task) Write a sensationalist tabloid news article based on the information in this article. Your aim is to blow the lid off this tale of false arrest, bribery and brutality. Your headline is: Quiz Show Victim!

5 Analysis

Read the text from the start, stopping at the paragraph that begins, "Now Godbole calls me that, ...".

a. Who is telling this story; that is, who is the narrator?

b. What do we call such a narrator? (See page 278 for information on point of view.)

c+. (Challenging task) How would you describe the tone the narrator uses? (See page 260.)

6 Vocabulary

The writing style of many Indian writers is rich and varied in its use of English vocabulary. See if you can match up some of the vocabulary from the story on the left with synonyms or definitions on the right. Which of these words were new to you?

a. constable

luxuriant (hair)

to lumber

to escort

corpulent

to wheeze

to banish

to tease

to send away

to get someone interested

thick

to walk heavily

to breathe with difficulty

fat

police officer

to guide

b+. (Challenging task)

hue and cry

to galvanize

to dabble (in something)

interminable

to raise a stink

to admonish

bleary

to revert

unfocused

to scold

to call attention

to stir up

endless

to show superficial interest

to go back to old ways

uproar

c+. (Challenging task) Choose either task 6a or 6b. Now find a partner, cover the right hand column and take turns using the words in the left column in sentences to one another.

7 Quick Research

Choose one task:

a. Is there a real quiz program in India like the one in this excerpt? If so, what is it called and how much money can a contestant win? Who produces it?

b. Why is this man so happy? Search for "Sushil Kumar" and "Kaun Banega Crorepati" on the net and find out.

--- 87 to 349

## xxx2 Digging Deeper: Chapters 1 & 2

Students of this course are to present an in-depth project dealing with a topic connected to International English. All in-depth projects have certain stages of work.

-- First comes choosing a topic you find interesting.

-- Then comes finding information about the topic – that is, doing research. Doing research is like hunting for buried treasure. You can never be quite certain of what you will find.

-- Finally the results of the work are presented. This may be done in a variety of ways. It could be a written report or an essay of some kind, it could be an oral presentation, or perhaps a website. Exactly how it is done will differ from project to project.

Below you will find a set of topics for such in-depth work. You will find resources for all of them on access.cappelendamm.no. These topics are not meant to be definitive. It may be that they simply set you off in a certain direction. It is your treasure hunt.

### xxx3 Topics to investigate

1. How many Americans speak English as their first language these days? How many speak it as a second language – or ESL (see "Worlds of English", p. 10 for a definition)? What other languages are widely spoken in the United States? Is it still correct to say that the "overwhelming majority" of Americans are English speakers?

2. See if you can find new "Englishes" on the net other than those mentioned under "Other 'Englishes'" on page 24. Where do they come from? What are they a mixture of? How large are the populations that use them? If you can find some, give examples of them.

3. Make groups of three. Find a school which offers secondary education (sometimes called high school education in America) in English to international pupils. It may be a boarding school or a school for students from a local area. It may be in Norway, elsewhere in Scandinavia or anywhere in the world. Prepare a short report about the school you have chosen for your class. See if you can find out, for example:

-- how many pupils attend the school

-- where pupils at the school come from

-- how many years of education the school offers

-- at what ages pupils start and finish

-- what subjects are offered

-- how much it costs to go to the school

-- what extracurricular activities are offered

4. There has been a conflict between Google and the Chinese authorities for some years about open access to information on the internet. What is at the heart of this conflict? How is the relation between Google and the Chinese at the moment? Why might this conflict have wider implications for access to information in general?

--- 88 to 349

5. The Arab Spring of 2011 brought the promise of democracy to many countries in the Middle East. Take a closer look at the role the media – and particularly the social media – have had in this development in one of the following countries. Has democracy been established?

Egypt – Libya – Tunisia – Yemen – Syria

6. Take a closer look at the impact smartphones have had on the world. You could start with questions like the following:

-- How many smartphones have been sold worldwide?

-- What impact have smartphones had on politics?

-- What major developments are expected in smartphones over the next few years?

7. Nollywood is not well known outside of Africa. Find out more about it. For example, who are some of its major directors and stars? Which films have been the greatest successes of the past years? Is there some form of awards for Nollywood films, like the Oscars for Hollywood films? Is Nollywood starting to reach an audience outside of Africa?

8. Look more closely at one of the major international film and entertainment corporations that make up the modern Hollywood brand. For example, where are its headquarters? How many films did it make last year around the world? Which were most popular? How large were its profits? Is it owned by a larger corporation? Does it own other subsidiaries (smaller businesses)? Examples: Universal, Warner Brothers, Walt Disney, Universal, Dream Works, MGM, 20th Century Fox, United Artists, Paramount, etc.

9. Take a closer look at quiz shows on TV and radio. For example, what were the earliest quiz shows? What makes quiz shows so popular globally? What are some of the most popular shows around the world? You might pick out a particular form of quiz show to look into. Or you might investigate corruption and cheating in connection to quiz shows.

10. When Apple's leader Steve lobs died in 2011 many commentators claimed that he had been a great visionary and had changed the lives of millions of people – perhaps even changed the way we communicate in the modern world. Find out what impact Jobs and Apple have had on modern communication.

Self-evaluation

Go to access.cappelendamm.no and find the section called "Self-evaluation" there. Follow the instructions.

--- 89 to 349

## xxx2 Writing course 2: Writing good sentences

Good writing is made up of good sentences. But what is a good sentence? Well, for one thing, a good sentence is one that makes sense and that hangs together grammatically. As we have already seen, when we are writing texts of a fairly formal nature this means writing in "whole sentences", i.e. sentences that at least contain a subject and a main verb.

But we could also add that a good sentence is interesting to read. This second point is important. Without it, all we would need to practice on is our grammar. But avoiding errors and being understood are not enough if we want to write well. A good writer has her reader in mind and considers how she can make the reading process easier and more interesting.

### xxx3 Co-ordination and subordination

Compound sentences (see p. 30) are one way of making our written English more varied and interesting to read. As we saw in the last chapter, we can make compound sentences in two ways: either by co-ordinating them, i.e. by linking main clauses using a conjunction (and, but, so):

He sensed defeat, so he fled

– or by subordinating one to the other, i.e. by making one of the sentences the main clause and the other a subordinate clause:

When he sensed defeat, he fled.

You can easily tell which one is the main clause; it's the one that can stand on its own and still be a whole sentence:

When he sensed defeat. He fled.

As a general rule we can say that co-ordination is typical of oral language. It is, after all, a fairly simple way of stringing ideas together, one after the other, each with the same emphasis.

I was in the supermarket today and I met Jon, and he said Dad was poorly. So I left my groceries in the aisle and went straight to the car. I drove like a madman through town and arrived at his house, but the door was locked. I hammered on it for a while, but I realised he either wasn't in or couldn't get to the door. I wasn't panicking yet, but I felt it was time to take some drastic action. I thought maybe I would break a window, so I looked for a rock or something. I found one, and I was just about to hurl it through the window and then the door opened.

Subordination is more typical of written language. Since writing takes longer than speaking, we have a chance to give different emphasis to the information and vary the structure of our sentences:

In the supermarket today I met Jon, who told me that Dad was poorly. So I went straight to the car, leaving my groceries in the aisle. I arrived at his house, having driven like a madman through town, only to find his door locked. After hammering on it for a while, I realised he either wasn't in or else couldn't get to the door.

--- 90 to 349

Although I wasn't panicking yet, I felt it was time to take some drastic action. So I looked around for a rock or something, thinking I would maybe break the window. Having found one, I was just about to hurl it through the window, when the door opened.

Subordination has a number of advantages over co-ordination. It is often more concise (though not in this case!), and it allows for less repetition and more variety in sentence structures. For learners of English, using more subordination can be a good way of "raising your game" and giving your language a more polished, mature style. In the following we are going to focus on some ways of subordinating sentences that Norwegian learners of English tend not to use much, because they are not as common in Norwegian as they are in English.

### xxx3 Non-finite clauses

In the example above we used the following examples to show the difference between coordination and subordination:

He sensed defeat, so he fled, (co-ordination) When he sensed defeat, he fled, (subordination)

In the second example the two sentences that are combined keep their subjects and their finite verbs – he sensed and he fled. But it is possible to subordinate a clause without using the subject or a finite verb:

Sensing defeat, he fled.

We call clauses like this non-finite clauses. In this example the verb sense is given as a present participle (the-ing-form of the verb) and we understand that it relates to the subject in the main clause: he. This is a common way of making compound sentences in English:

Having found a rock, I was just about to hurl it through the window.

They left early, hoping to avoid the traffic. Eying me with deep distrust, he handed over the key.

Crying like a baby, he had to accept that his beloved Manchester United had lost yet again to their mighty rivals.

If we were translating this into Norwegian, we would have to use different strategies: Etter a ha funnet en stein ... De dro tidlig i hap om a unngå trafikken. Han overleverte nøkkelen mens han så på meg med dyp mistro ... etc.

We can also use a past participle in much the same way:

Battered by the wind and waves, the little boat made its way through the storm.

Hidden in the cupboard, he was able to overhear their conversation easily.

--- 91 to 349

Participles, present and past, work almost as adjectives here, describing the subject of the sentence. In fact, it is quite possible to use adjectives in just this way:

Small and alone, he stood waiting on the train platform.

Happy and smiling, they waved to the crowd.

### xxx3 Faulty non-finite clauses

Non-finite clauses are typical of a fairly formal, written style that you will find useful in your own English. However, there are some dangers lurking! Look at this sentence:

Casually walking down the street, his eyes caught sight of a shiny coin.

Read it again. Can you see anything odd about it? Well, what were his eyes doing walking down the street? And where was the rest of him? The trouble with the sentence is that the first phrase does not have a subject, only an unattached present participle: walking. Grammatically it should therefore refer to the same subject as the main sentence – which in this case is "his eyes". Look at another sentence:

Our holiday passed happily, swimming and playing on the beach.

There is a similar problem here: Who is swimming and playing on the beach? According to the sentence, the holiday is. We can guess at what the writer means here and in the previous example. But good writing should not require the reader to guess. It should be precise:

Casually walking down the road, he caught sight of a shiny coin.

Or:

As he was walking down the road, his eyes caught sight of a shiny coin.

We passed our holiday happily, swimming and playing on the beach.

It is easy to make mistakes like this (and, if it's any consolation, native speakers sometimes do too).

### xxx3 Faulty parallelism

Finally we will look at another way in which you can improve your sentences. Look at the following sentence and see if you can find anything odd about it:

Her favourite hobbies are playing the guitar, watching films and to go out with friends.

The three activities mentioned all relate back to the same subject and verb, "Her favourite hobbies are ...". Therefore they should all behave the same way grammatically.

Her favourite hobbies are playing the guitar, watching films and going out with friends.

Or, alternatively:

Her favourite hobbies are to play the guitar, to watch films and to go out with friends.

When parts of a sentence relate to the rest of the sentence in the same way, we call it parallelism – because they work in parallel to each other:

Her favourite hobbies are playing the guitar watching films going out with friends

--- 92 to 349

### xxx3 Tasks

1

Now it's your turn to try your hand at making non-finite clauses. Combine the sentence pairs below using one of the three strategies above – present participles, past participles or adjectives:

a. The crowd was moved by the occasion. The crowd stood in silence.

b. He found his seat taken. He went and stood in the corridor.

c. He reached the summit. He was ecstatic and exhausted.

d. I have an infallible sense of direction. I am a Canadian.

e. We don't often experience traffic jams. We live in the country.

f. The team failed to win any major trophies this year. The team found match attendances dropping dramatically.

g. The poor fellow grew up in the States. The poor fellow has no understanding of cricket.

h. She grasped the bull by the horns. She swung herself up on the bull's back.

2+ (Challenging task)

See if you find what is wrong with the following sentences – and then correct them:

a. While asleep on a park bench, a thief stole my wallet.

b. Sitting at the top of the tree, the children could see their cat hanging on for dear life.

c. When only four years old, Ben's mother taught him to ride a bike.

d. Although extremely hungry, a plate of boiled sheep's head just didn't appeal to him.

e. After seeing the doctor, his stomach pains disappeared.

3

Look for faulty parallelism in the following sentences. Then improve them.

a. The student was told to wait in the corridor and that he should fill out a form while he was waiting.

b. I'm really looking forward to seeing you in December and talk about old times.

c. I found the TV program uninformative, boring and I thought it was too long.

d. Thinking about it is one thing; to do it is another.

e. The President thanked his staff for their cheerfulness, their loyalty and working hard.

f. Her instructions are, first, we must vacuum the sitting room: second, that we must leave the bathroom spick and span.

g. There's nothing like getting up late on a Saturday morning, eating a leisurely breakfast and to be able to read the paper in peace.

--- 93 to 349

## xxx2 Language course 2: Other parts of speech

We looked at verbs in part 1 of the language course. Here we focus on other parts of speech that are important when analyzing texts.

1) Nouns

A noun is a word that is used to name persons, animals, places, things and abstract ideas. The noun has many functions. It can be the subject or the object in a sentence. All the words in bold below are nouns:

Early in ]une my friend bought a car.

Martin Carthy is a folk singer.

Existentialism is a philosophy that rejects the idea of the afterlife.

Countable/uncountable nouns

Some nouns (e.g. finger, apple, problem) can be counted. Others (e.g. luck, music, traffic) can't. The problem is that some nouns that are countable in Norwegian are uncountable in English. For example:

Norwegian: To gode rad

English: Two good advices.

Two pieces of good advice

In this case, advice is an uncountable noun, so it does not have a plural form. To underline that there are two parts, we say pieces of advice.

Norwegian: Det var mange møbler i rommet.

English: There were many furnitures in the room. There was lots of furniture in the room.

Here the noun is uncountable and we simply put the noun, and therefore also the verb, in the singular.

2) Participles

In English, participles are more frequent than in Norwegian and are used to give flow to sentences.

Sometimes verbs can be turned into nouns.

For example:

Smoking is bad for your health.

I enjoy swimming.

The "ing" form of the verb, called the -ing participle, acts as a noun in these sentences.

Verbs can also be turned into adjectives, either using the -ing participle, for example:

Scarlett had a relaxing afternoon with John.

or using the past participle, for example:

My misspent youth was the time of my life.

The stolen property was in the car.

The past participle is the form of the verb that we use with has, have and had in perfect tenses. For example:

I have misspent my youth.

I have stolen the property.

--- 94 to 349

3) Pronouns

A pronoun is a word that can replace a noun to add variety to and avoid repetition in sentences. There are many categories of pronouns, the main one here being personal pronouns, which can act as the subject of the sentence: I, you (singular), he/she/it, we, you (plural), they.

I was glad when the book was found.

She was the coal miner's daughter.

They didn't know where or when.

Personal pronouns can also be the object of a sentence: me, you, her, him, it, us, you, them.

Give the book to me.

The doctor will see you in thirty minutes.

He stared at them.

One thing to remember about indefinite pronouns like everybody, everyone is that they take the singular:

Many are called, but few are chosen.

Nobody loves me.

Everybody is happy

Everyone thinks Mary is a wonderful person.

Go to access.cappelendamm.no to read about the other types of pronoun.

4) Adjectives

An adjective describes a noun or pronoun.

The beautiful woman turned heads when she entered the room.

The adjective beautiful describes the woman.

Frank was in trouble because he had scratched Mary's mahogany table.

The adjective mahogany identifies which of Mary's tables Frank had scratched.

When a text sets out to be objective, the choice of words may make the text less neutral than it would first appear. For example, if we say:

"the student worked late into the night,"

we have a picture of a hard-working student. If we add the adjective tardy, "the tardy student worked late into the night,"

we begin to get the picture of a student who has been wasting time and working late is his just deserts.

5) Adverbs

An adverb describes a verb, an adjective, another adverb or (a part of) a sentence.

The students quickly did their work.

Quickly describes how the pupils did their work.

Unfortunately, the school burned down. Unfortunately refers to what the rest of the sentence is about.

The students waited patiently for the fire trucks to arrive.

--- 95 to 349

Patiently is an adverb describing how the students waited.

Adjectives or adverbs add colour and modify how we understand the sentence. In English, as in Norwegian, our sentences would be duller and less precise without them.

6) Prepositions

Prepositions are linking words that connect other words together in a sentence and specify time, place and direction.

The bag is on the floor.

On is a preposition of place.

He drove up the street.

Up is a preposition of direction.

My birthday is on Tuesday.

On is a preposition of time.

### xxx3 Tasks

1

Countable vs. uncountable nouns: correct the sentences and write a brief explanation of your changes.

a. Here are the nine o'clock news.

b. He had several evidences in the case.

c. We've made great progresses over the years.

d. The flood caused enormous damages to the town.

2+ (Challenging task)

You are an editor who has been asked to help a writer make more interesting sentences. You think participles might help. Rewrite the sentences into one sentence. What is gained by doing this?

Example: The police car raced down the street. Its siren sounded. Its engine roared.

Its headlights flashed on and off.

Its siren sounding, engine roaring and headlights flashing on and off, the police car raced down the street.

a. The striker missed the goal. His feet slipped. He lost his balance. He lost sight of the goal.

b. The tornado blew across the farmyard. It picked up a pine tree and blew it into a neighbour's house. It picked up a car and smashed it into the shopping centre. It blew a dog into a tree.

c. Trond sat for his exam in English the day after all the 16 and 17 May celebrations. He fell asleep at his desk. He forgot many words he wanted to use. He swore he would never make such a mistake again.

3

Use suitable pronouns to improve this text:

Philip has moved into the house next door. I used to go to school with Philip's sister. The house next door has been for sale for ages. Philip is a very noisy person. Philip's motorbike doesn't have a silencer and Philip loves driving the motorbike very fast in the middle of the night. Philip is constantly getting Philip into trouble with the police. No person would be upset if the police took Philip away.

--- 96 to 349

4+ (Challenging task)

Comment on how the adjectives and adverbs in the sentences modify our understanding of the text.

Example: Luckily the train was late. The adverb "luckily" refers to the rest of the sentence and tells us that it was a good thing that the train was late. Perhaps this means that somebody had arrived late but was still able to catch the train because it too was late.

a. Apparently, the poor driver had fallen asleep at the wheel.

b. Suddenly the whole house was in flames.

c. The nice man at the door kindly let me in for free.

d. I offered to share my meagre rations with him, obviously.

e. Funnily enough, I've never actually spoken to my mysterious neighbour before.

5

Work in pairs. Start with the simple sentences given below. In turns, add one adjective or adverb to expand the sentence and keep going until you think the sentence will take no more and is still logical.

Example: The boy kicked the ball. The ugly boy kicked the ball. The ugly boy kicked the ball hard. Suddenly, the ugly boy kicked the ball hard.

a. The cat chased the mouse.

b. The policeman chased the thief.

c. The teacher left the classroom.

6+ (Challenging task)

Explain the difference in meaning between the sentences in each pair, and explain how the difference is achieved. This task covers topics from Language Course parts 1 and 2.

a. John remembered to mail the letter. | John remembered mailing the letter.

b. He stopped eating at that restaurant. | He stopped to eat at that restaurant.

c. Mike searched for the letter before his wife found it. | Mike frantically searched for the letter before his wife found it.

d. The sun shone brightly. | The sun shone incessantly.

e. You're stupid. | You're being stupid.

f. I have lived my life on the edge of the abyss. | I lived my life on the edge of the abyss.

g. Curiously, he never stopped looking for new evidence. | He never stopped looking curiously for new evidence.

h. I regret to say that you have the musical talent of a deaf walrus. | I regret saying that you have the musical talent of a deaf walrus.

i. She was married to him for thirty years. | She's been married to him for thirty years.

j. He looked helpless to me. | He looked helplessly at me.

7

Analysing adverb usage:

a. Go to page 48, the first paragraph under the subtitle Social impact. Find all the adverbs in the paragraph.

b+. (Challenging task) Write a brief comment on what each of these adverbs adds to the sentence it is in.

8

Analysing adjective usage:

a. Go to page 66, the second paragraph under Bollywood and find all the adjectives.

b+. (Challenging task) Write a brief comment on what each of these adjectives adds to the sentence it is in.

--- 97 to 349

# xxx1 Chapter 3: A Meeting of Worlds – International English and Multiculturalism

Competence aims in focus:

The aims of the studies are to enable pupils to

-- elaborate on and discuss various aspects of multicultural societies in the English-speaking world

-- reflect on how cultural differences and dissimilar value systems can affect communication

-- give an account of fundamental principles for constructing texts in a variety of genres

-- write coherent, well-structured texts on general, specialized and literary subjects

-- use language appropriate to the situation in social, professional and intercultural contexts

-- analyse linguistic tools in different kinds of texts

(Translation: udir.no)

--- 98 to 349

Before reading: International English allows us to speak with strangers both at home and abroad. But it also brings challenges. How can we know if what we say is being accurately interpreted by the stranger who hears it? How can we know if we correctly interpret what is being said to us? In the following article we take a closer look at how we can understand – and misunderstand – one another across the borders of cultures.

Have you ever traveled outside of Norway? Have you met tourists who come to Norway from abroad? Write a few sentences describing how you act when meeting people who come from different cultures. For example, are you more formal, more friendly, less open, more cautious?

## xxx2 Introduction: The Challenge of Cultural Variety

Communication is more than language. Underlying what we say to one another is a web of assumptions, values, expectations, feelings, ideas and common experiences that we share. Taken together these may be called our "culture", which may be defined as including everything in "the way of life of a group of people". We may not be aware of it, but our culture provides a common basis for us to understand one another.

Equally, however, it may provide a basis for us to misunderstand one another – if we come from different societies and lack insight into one another's cultures. Today the globalization of our modern world has led to the meeting and mixing of many cultures. International English has played an important role in that development. But command of the English language in itself is no longer enough for accurate communication. Since English is increasingly used in intercultural communication, it has become important for English speakers to train themselves to be aware both of their own culture and of the culture of the people they speak with. With that end in mind, let us first learn some of the terms that can be used to work with intercultural communication.

### xxx3 Messages and misunderstandings

All communication can be seen as having three parts:

1. a sender

2. a message and

3. a receiver

Sender :) -> Message -> Receiver :)

--- 99 to 349

Problems in intercultural communication can occur at any point in this chain of communication. The sender of the message may believe that what is being said (the message) is obvious and needs no explanation. Or the message itself may be formulated in a confusing way. Or perhaps the receiver interprets the message incorrectly. Let's look at examples of this.

Bildetekst: On a building site it is important that messages are clear and concise. If a receiver misunderstands a message, the consequences can be serious.

### xxx3 Sender problems

One snowy winter night a Norwegian hostess pointedly whispered to her English dinner guest, who had walked directly into her living room from the front door – "You have your shoes on". For a Norwegian the message would have been clear. "Please take off your shoes. Put on another pair." The English guest, however, was mystified. Europeans and Americans do not bring a change of shoes to dinner parties. It is enough to use the doormat.

--- 100 to 349

### xxx3 Ethnocentrism

The Norwegian hostess had assumed that her standard of politeness was the same everywhere. All her guest needed was a reminder, a nudge in the right direction. This is a simple example of ethnocentrism, a long word that simply means viewing the world as if your culture (or ethnicity) is the center of the universe from which everything and everyone may be judged (or nudged). Ethnocentrism is based on ignorance of other cultures and often on admiration of one's own culture as the best. Untreated, it can lead to prejudice, fear and sometimes violence.

### xxx3 Message problems

Some problems of intercultural communication can arise from the way the message itself is stated by one culture and understood by another. For example, a European manufacturer of pills to cure headaches used the following illustration to sell its product in Saudi Arabia.

Pain :) Pill Relief :)

Unfortunately the major written language in Saudi Arabia, Arabic, is read from the right side of the page to left, not left to right. So to Saudi Arabians the message was:

Pain :) Pill Relief :)

The message communicated was the exact opposite of what was intended.

### xxx3 Receiver problems

Misinterpreting the message received can be another source of misunderstanding. Consider the following example:

A Pakistani immigrant to America named Fareed worked in a gas station. His boss told him to sweep the garage floor. But customers came and Fareed did not get time to sweep while his boss was away. When his boss returned, he looked at the floor and said:

"Didn't you sweep the floor?"

"Yes" said Fareed.

"No you didn't."

"Yes" said Fareed again.

"You're lying!" said the boss.

Insulted, Fareed replied, "I quit!"

What happened? Well, in Fareed's mother tongue, a negative question is answered with a positive answer.

--- 101 to 349

Negative question: "Didn't you sweep the floor?'

Positive answer: "Yes" (I didn't sweep the floor).

In America, on the other hand (and Norway, too, of course), a negative question can be answered with a negative answer.

Negative question: "Didn't you sweep the floor?" - Feide du ikke gulvet?

Negative answer: "No" (I didn't sweep the floor) - "Nei" (Jeg feide ikke gulvet).

Fareed had replied to his boss honestly; "Yes" (I didn't sweep the floor). But his boss had heard a lie; "Yes" (I did sweep the floor).

Both ended up losers.

Of course much, much more than a job can be lost through such mutual misunderstandings. How can they be avoided?

--- 102 to 349

### xxx3 From here to there - understanding other cultures

Understanding begins at home. The first thing to do in order to understand other cultures is to be aware of one's own. Everyone has a right to honor and respect their own culture. That has nothing to do with ethnocentrism. The trick is to show equal respect to other cultures at the same time. This is a very old message found in all the world's great civilizations - treat others as you would like them to treat you. To do that you must accept that people have many different ways of ordering their societies. It does not help to claim that only one way is right for everyone.

### xxx3 Cultural relativism

Cultural relativism is the opposite of ethnocentrism. It means that one does not dismiss or condemn other cultures simply because they are different from one's own. Rather, one views them as equals. Note that cultural relativism does not require you to give up your own beliefs; quite the opposite. It means that you must be extremely conscious of your own beliefs. Otherwise you might let them get in the way of understanding the beliefs of other cultures.

Nor does cultural relativism mean that "all values are relative" with no right or wrong. Understanding other people's values and accepting them as your own are two different things. For example, in most Western individualistic cultures "love" is expected to lead us to our partner, whether we marry or not. In other cultures loyalty to membership in a family maybe more important when choosing a spouse. After all, "love" comes and goes. The family is forever. It's a matter of perspective.

### xxx3 Other terms for intercultural communication

As we work with intercultural communication in this chapter, we will encounter terms like tolerance, prejudice, stereotypes, culture clash and others. These will help us to see our own culture and other cultures more clearly.

Spot check

a. Why is culture important for communication?

b. Why is command of English in itself no longer enough for accurate communication?

c. Into what three parts can communication be divided?

d. What is ethnocentrism?

e. What is cultural relativism?

### xxx3 Glossary

Glossary page 98

to interpret: å tolke

web: nett, vev

assumption: antakelse/ gjetting

intercultural: interkulturell, mellom kulturer / interkulturell, mellom kulturar

aware: klar over

Glossary page 99

occur: forekomme, hende / hende, skje, inntreffe

hostess: vertinne

mystified: uforstående, mystifisert / uforståande, mystifisert

Glossary page 100

to assume: a anta

nudge: dytt

admiration: beundring

prejudice: fordom(mer)/ fordom(mar)

to arise: å komme av, å skyldes / å komme av, å skyldasl

manufacturer: produsent

headache: hodepine/hovudpine

to misinterpret: a feiltolke

insulted: fornaermet/ fornaerma

Glossary page 101

mutual: felles

Glossary page 102

in order to her: for ä kunne

to claim: ä hevde

to dismiss: å avvise

to condemn: ä fordomme

to require: ä kreve / ä krevje

conscious: bevisst

to encounter: å mote

--- 103 to 349

### xxx3 Tasks

1 After reading

Look over the sentences you wrote before you read this text. Now try to use the terms mentioned in this article when describing how you act when meeting people from different cultures. For example, to make sure messages are understood or to avoid ethnocentrism.

2+ Main ideas (Challenging task)

Choose a partner and use the following terms to discuss the main ideas in this article:

culture, communication, message-sender-receiver, cultural relativism, ethnocentrism

3 Discussion

Work in groups of three.

a. Have you heard any stories of people who have suffered from a cultural misunderstanding? Discuss these in your group. Present one story to the whole class.

b. In some countries it is polite to burp after a meal to show your host that you enjoyed the food and ate your fill. If you were visiting such a culture, would you burp? Should you burp? Discuss how far you would be willing to go to meet the cultural expectations of the people you are with. For example, would you:

-- eat with your hands?

-- eat from the same plate?

-- eat sitting on the floor?

-- eat lying on a couch?

-- eat sheep's head (smalahove)?

-- eat uncooked fish (sushi or rakfisk)?

-- eat dog or cat?

Think of other examples and try them out on your fellow students.

c+. (Challenging task) Write a list of interests, values and customs that you think are typically Norwegian. Then make a similar list of things you think of as typically American. Compare your lists with another group's. Then discuss what elements in the two lists might lead to cultural misunderstandings between Norwegians and Americans.

d+. (Challenging task) Which of the following forms of media do you think can give the best insight into other cultures? Explain your opinion.

-- one-way communication like cinema, TV and radio

-- two-way communication like e-mail or Skype

-- social media like Facebook

e+. (Challenging task) The old joke below plays on typical country stereotypes. Imagine that you are planning to study in the United States, Australia or the United Kingdom. What preconceptions do you have of the people and the country you are going to? Make a list and then share this with the whole class. Is it fair to think in such stereotypes?

Heaven is where the cooks are French, the police are British, the mechanics are German, the lovers are Italian and everything is organized by the Swiss.

Hell is where the cooks are British, the police are German, the mechanics are French, the lovers are Swiss, and everything is organized by the Italians.

--- 104 to 349

4 Death in the stands

At Heysel football stadium in 1985 there was a stampede that caused the death of 39 Italian Juventus fans. Here is how the English author Nick Hornby described this tragic incident:

Liverpool vs. Juventus 29.8.85

In the end the surprise was that these deaths were caused by something as innocuous as running, a practice that half the juvenile fans in the country [England] indulged in, and which was intended to do nothing more than frighten the opposition and amuse the runners. The Juventus fans weren't to know that, though, and why should they have done? They didn't have the intricate knowledge of English crowd behaviour that the rest of us had absorbed almost without noticing. When they saw a crowd of screaming English hooligans running towards them, they panicked, and ran to the edge of their compound. A wall collapsed and, in the chaos that ensued, people were crushed to death. It was a horrible way to die [...]

Some of the Liverpool fans who were later arrested must have felt genuinely bewildered. In a sense, their crime was simply being English: it was just that the practices of their culture, taken out of its own context and transferred to somewhere that simply didn't understand them, killed people.

(from Fever Pitch)

Discuss in class:

a. What caused this tragedy? Try to use some of the terms from the text you have read.

b. What might have been done to avoid this happening?

c+. (Challenging task) Should the British "runners" have been arrested and punished afterwards? Was their crime "simply being English" as the writer suggests?

d+. (Challenging task) Do Norwegians have sports customs that could be misunderstood by strangers (not necessarily fatally, of course)? If so, give examples.

5 Vocabulary

What are the corresponding noun forms of these verbs? (You will find all the nouns in the text.)

to honor – to assume – to experience - to command – to develop – to communicate – to respect – to value – to explain – to misunderstand – to expect - to feel

6 Writing

Choose one of these tasks. See page 254 for types of essays.

a. Fareed (see page 100) goes to a lawyer, who writes Fareed's boss (Mr Brown) demanding that Fareed get compensation (money) for being mistreated and fired for no good reason. Write that letter, using Fareed's explanation of what happened as the basis of the demand.

b+. (Challenging task) There is an ongoing debate in Norway about how to choose a spouse. Those who enter into arranged marriages are often portrayed as having their freedom taken away. This can be the case, but is it always the case? Those who marry out of love are often portrayed as making happy couples. This can be the case, but it is always the case? Is one of these ways of finding a partner necessarily better than the other? Write an expository essay in which you examine both sides of this issue.

c+. (Challenging task) Are there some values that are universal - no matter which culture you are part of? For example, many people in the United States and China believe that a proper punishment for murder is death. Most people in Europe disagree. Is there one right answer to this question? Write a persuasive essay in which you argue for or against universal values.

7 Role play

Form groups of three. Act out the scene between the garage owner (Mr Brown) and Fareed, but this time put in a third character, Kate, who understands what Fareed is trying to say and tries to explain to them what they are getting wrong.

--- 105 to 349

Before reading: Patricia Grace is a Maori author from New Zealand. The Maori are the original inhabitants of New Zealand. In her stories Grace reveals Maori consciousness and values in the midst of a settler society in which they have become a minority. Differences between the two groups can lead to misunderstandings, as we shall see.

What are the main differences between the values of people living in the city and in the countryside? Make a short list and discuss the differences with two of your classmates.

## xxx2 Butterflies

by Patricia Grace (b. 1937, New Zealand)

[1] The grandmother plaited her granddaughter's hair and then she said, "Get your lunch. Put it in your bag. Get your apple. You come straight back after school, straight home here. Listen to the teacher," she said. "Do what she say."

[5] Her grandfather was out on the step. He walked down the path with her and out onto the footpath. He said to a neighbor, "Our granddaughter goes to school. She lives with us now."

"She's fine," the neighbor said. "She's terrific with her two plaits in her hair."

[10] "And clever," the grandfather said. "Writes every day in her book."

"She's fine," the neighbor said.

The grandfather waited with his granddaughter by the crossing and then he said, "Go to school. Listen to the teacher. Do what she say."

When the granddaughter came home from school her grandfather [13] was hoeing around the cabbages. Her grandmother was picking beans. They stopped their work.

"You bring your book home?" the grandmother asked.

"Yes."

"You write your story?"

[20] "Yes."

"What's your story?"

"About the butterflies."

"Get your book then. Read your story."

The granddaughter took her book from her schoolbag and opened [25] it.

"I killed all the butterflies," she read. "This is me and this is all the butterflies."

"And your teacher like your story, did she?"

--- 106 to 349

"I don't know."

"What your teacher say?"

"She said butterflies are beautiful creatures. They hatch out and fly in the sun. The butterflies visit all the pretty flowers, she said. They lay their eggs and then they die. You don't kill butterflies, that's what she said." The grandmother and the grandfather were quiet for a long time, and their granddaughter, holding the book, stood quite still in the warm garden.

"Because you see," the grandfather said, "your teacher, she buy all her cabbages from the supermarket and that's why."

### xxx3 Glossary

Glossary page 105

butterfly: sommerfugl/sommarfugl

plait: flette

terrific: flott, nydelig / flott, nydeleg

to hoe: å hakke (ugras)

bean: bonne

Glossary page 106

to hatch: a klekke(s) ut / a klekke ut, a bli klekt ut

cabbage: kål

--- 107 to 349

### xxx3 Tasks

1 Main ideas

a. Choose the two statements below that you think best describe the theme of the story (see p. 268):

-- Collecting butterflies

-- Cruelty to a beautiful insect

-- Difficulties a young child from a rural district is having in school

-- The difference between how we view something depending on our background

-- Living with grandparents

-- The harsh realities of working on a farm

-- Two different perspectives on butterflies

-- A teacher who does not understand the background of her students

b+. (Challenging task) Write a short text commenting on the choices you made in task a.

2 Intercultural communication

This short story is based on a difference of values. Let's try to track down that difference using the tools provided in the preceding article (p. 98). The sender in this story is the granddaughter.

a. What is the message about butterflies the sender is trying to convey?

b. For whom is the message intended; that is, who is the receiver?

c. How does the receiver interpret the message?

d. Why, do you think, does the receiver misunderstand the sender's message?

e. What message does the receiver send back?

f. (Challenging task) Would you say the misunderstanding in this story is primarily caused by the sender or the receiver? Explain your opinion.

g. (Challenging task) How would you sum up the difference in values between the sender and the receiver in this story?

h. (Challenging task) Could something like this have happened in Norway? Explain your opinion.

3 Discussion

Work in small groups:

a. The Maori grandparents in the story seem very proud of their granddaughter. How does the author make this clear? What do you think is the cause of their pride? Why does their pride make the events of the story painful?

b+. (Challenging task) Dialogue can give background without actually stating things. What do we learn from the following sentences?

-- "Our granddaughter goes to school. She lives with us now."

-- "Go to school. Listen to the teacher. Do what she say."

-- "You don't kill butterflies, that's what she said."

-- "Because you see your teacher, she buy all her cabbages from the supermarket and that's why."

c+. (Challenging task) Language also gives hints about background and values in stories. Look again at the sentences above. What examples of non-standard English can you identify? What do these tell you about the people speaking?

4 Writing

Choose one task:

a. The grandfather tells a neighbor that his granddaughter "writes every day in her book". You are the girl. Write down what you understand about the conversation you just had with your grandparents after you came home.

b+. (Challenging task) Write a short note to the teacher from the grandparents, explaining why they think their daughter's story about butterflies is a good one. If you wish, you can include the kind of nonstandard language in the note that they use in the story itself. Underline the examples of nonstandard English that you use.

5 Quick research

Find out what the latest census can tell you about New Zealand's ethnic composition.

--- 108 to 349

Before reading: The following are characteristics which some view as important in defining a person's nationality:

-- family and ancestry

-- values

-- physical characteristics

-- place of birth

-- citizenship

-- language

-- religion

-- place of residence

-- loyalty

Form groups of four. Arrange these characteristics from most to least important. Then compare group lists on the board. Be prepared to explain the order in which you placed them.

## xxx2 Focus: Multiculturalism in the Anglo-American World

The British Isles have always been multicultural. The evidence is in the English language itself with its mixture of Celtic, Anglo-Saxon, Scandinavian and French influences. Behind each stand people and cultures that have lived in the British Isles and formed its society. The creation of the British Empire brought even more peoples to the islands, following the winds of trade. Later its successor, the Commonwealth, helped provide workers to take jobs in Britain's booming post-war economy in the 1950s and '60s. Most came from newly independent colonies in the Caribbean and the Indian sub-continent - the New Commonwealth.

It is New Commonwealth cultures that have come to represent multiculturalism in modern Britain. Since the 1960s their number has increased, despite restrictions on immigration. Today they make up more than ten per cent of Britain's population. Most live in large cities. London has the largest concentration with more than thirty per cent of its population of New Commonwealth heritage.

Margtekst: The Commonwealth

The Commonwealth consists of nations that earlier were parts of the British Empire, but which are independent today. Until the 1960s, citizens of Commonwealth nations could move freely to Great Britain. Today the Commonwealth has 53 countries with a combined population of nearly 2 billion people, about 30 percent of the world's population.

### xxx3 The United States

For its part, America was multicultural even before it was a nation. Irish, Scots, Germans, Dutch, Swedes, French, Spanish, Afro-Americans and Native Americans were already part of its population when the original 13 English colonies declared independence from Britain on July 4, 1776.

--- 109 to 349

Bildetekst: American students reciting the Pledge of Allegiance: I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands: one Nation under God, indivisible, with Liberty and Justice for all.

--- 111 to 349

And that was just the beginning. Since the establishment of the USA more than 65 million immigrants have reached its shores.

This massive immigration has created a patchwork quilt of nationalities spread across the continent, making what has been proudly referred to as a "Nation of Nations". Other former British colonies like Canada, Australia and New Zealand also have populations made up for the most part of immigrants. But no other nation has the sheer number, size or variety of ethnic groups as the United States. Moreover, no single ethnic group in the country makes up a majority. In that sense, everyone belongs to a minority in the United States. This has given new meaning to the national motto:

"E Pluribus Unum" - Out of Many, One

Margtekst: An ethnic group is a group of people whose members identify with each other because of a common history, culture and (often) language.

### xxx3 What is a nation?

In one sense, then, Anglo-American multiculturalism is simply a description of historical reality. In another sense, however, it is a more complicated issue and the cause of intense debate in both countries. At the heart of this debate is the question of national identity; that is, what is it to belong to a nation? Who is in and who is out? And who decides this? Depending on the perspective taken, there are different answers to these questions.

One way to view a nation is as one exclusive community' held together by blood, language, territory, history and common values. Seen that way, a nation resembles a very large family or tribe and the only way to truly belong to it is to be born into it - belonging comes with the territory, so to speak.

However, there is another and quite different way of viewing a nation - to see it as an inclusive associations that is, something consciously created to serve the interest of its members and held together by a common set of rules and laws. Belonging to a nation in this sense is a matter of choice and commitment. It is citizenship, not birth, that determines who belongs. Anyone can join - rules permitting - and all are equal.

### xxx3 Debating multiculturalism

These perceptions of nationality color much of the debate about multiculturalism in the UK and the US. On the one hand there are those among the established population who believe that multiculturalism has gone too far, that it threatens central values and characteristics of the nation.

--- 112 to 349

They call for cultural minorities to assimilate as quickly as possible, by which they mean take on the same traditions, language and values they believe are held by the majority. They may also wish to restrict or end immigration. At the most extreme, these views can lead to xenophobic and racist organizations like the English Defence League or the American Nazi Party.

On the other hand, there are those who believe that multiculturalism hasn't gone far enough, that minority cultures are under pressure to conform from an established majority which does not recognize them as equals. In their view it is not necessary for ethnic minorities to give up their cultural identity in order to belong to the nation. On the contrary, they define the nation as precisely the result of the combination of many cultural groups, each of which has a right to its own individual existence no matter how large or small it might be. National culture and national values are the results of the interaction of these groups, not a single set of traditions to which all must conform. Taken to the extreme, these views may be used by some groups to justify permanently isolating themselves from the rest of society, denying the value of all other cultures large or small.

Spot check

a. What percentage of the UK population is of New Commonwealth heritage?

b. Why is the US referred to as a "Nation of Nations"?

c. What is the difference between a community and an association?

d. Why do some believe that multiculturalism has gone too far?

e. Why do some believe that multiculturalism hasn't gone far enough?

--- 113 to 349

xxx3 State multiculturalism has failed, says David Cameron

BBC News, UK Politics, 5 February 2011

David Cameron has criticised "state multiculturalism" in his first speech as prime minister on radicalisation and the causes of terrorism.

At a security conference in Munich, he argued the UK needed a stronger national identity to prevent people turning to all kinds of extremism. A genuinely liberal country "believes in certain values and actively promotes them", Mr Cameron said.

"Freedom of speech. Freedom of worship. Democracy. The rule of law. Equal rights, regardless of race, sex or sexuality. It says to its citizens: This is what defines us as a society. To belong here is to believe these things."

He said under the "doctrine of state multi-culturalism", different cultures have been encouraged to live separate lives.

"I am a Londoner too"

"We have failed to provide a vision of society to which they feel they want to belong. We have even tolerated these segregated communities behaving in ways that run counter to our values."

Building a stronger sense of national and local identity holds "the key to achieving true cohesion" by allowing people to say "I am a Muslim, I am a Hindu, I am a Christian, but I am a Londoner too", he said.

Tasks

a. "We have failed to provide a vision of society to which they feel they want to belong." Who are the "they" Mr Cameron is referring to here; that is, which group or groups? What makes you think this?

b. David Cameron was criticized by some people after making this speech. Why do you think he was criticized?

c. What are some of the typical language and style features that tell you this is a news article? (See page 343.)

--- 114 to 349

### xxx3 Flashpoints in multicultural Great Britain

Certainly many ethnic minorities in the UK felt under pressure to assimilate when they arrived in the 1950s and '60s and were met by widespread prejudice. Citizens in the established population often feared the new customs and religions the immigrants brought with them. It did not help that these new Britons often had unskilled, poorly paid jobs in central city areas with poor housing and inferior public services. It also did not help that many had darker skins, adding racism to the cultural prejudice facing them. In sum, many immigrants found themselves at the very bottom of the social system.

Unfortunately, these disadvantages were often passed on to their children. This has led to ethnic communities in which some feel excluded from the wider British society. Some communities are troubled by high crime and unemployment rates. Sometimes frustration has exploded into riots. Other times, this frustration has provided a basis for recruitment to terrorist organizations. This, in turn, has helped confirm negative opinions and create negative stereotypes. British Muslims have been particularly at risk. Since the London terror attack of 2005, many people have associated them with the most extreme fundamentalists on the outer fringes of their religion.

Margtekst: A stereotype is an oversimplified opinion of others based on superficial qualities; for example, that all Americans are loud or that all Germans love sausages. Some stereotypes may hold a grain of truth, but too often they are simply a way to judge and demean persons who are thought to share some quality; e.g. all Welshmen are thieves, all Muslims are violent, all black people are poor. These are negative stereotypes.

### xxx3 Tolerance and contributions

On the other hand, the British have a long tradition of openness and tolerance of differences, as might be expected from the former centre of a multinational empire. Most Britons recognize that multiculturalism has made important contributions to the economy and brought valuable new impulses to the nation. Take eating habits, for example. The curry houses of Great Britain are now a traditional part of English life. There are more than 9,000 in the country, directly employing some 50,000 people with another 150,000 in supporting jobs. Most of these are owned by Britons of Bangladeshi background.

Similarly, a great number of health workers are of New Commonwealth heritage, including one third of London's doctors. Ethnic cultural contributions include new forms of music like Bhangra and Hindi Fusion from Indian roots or Reggae from the Caribbean and West Africa. New celebrations have also been established, like the famous Notting Hill Carnival held once a year in London.

The literature of Great Britain has also been enriched. Authors like Salman Rushdie and Hanif Kureishi have become famous throughout the English-speaking world.

--- 115 to 349

Some of today's bestselling British authors like Andrea Levy and Monica Ali have their roots in the culture of these minority ethnic communities. Their novels like Small Island and Brick Lane reflect the experiences of these groups.

Bildetekst: Sport is another area in which ethnic minorities have made a large impact on British society. The picture shows England's national football team warming up before a match in 2011.

Margtekst: British national identity:

In a 2008 poll on multiculturalism, 41 percent of respondents favoured the development of a shared identity, 27 percent favoured the preservation of diverse values and cultures, and the rest were undecided.

Source: see p. 350

### xxx3 The debate continues: Beyond multiculturalism?

Over the last few decades ethnic minorities have become woven into the fabric of British society. Nonetheless, there are those who fear that some groups use multiculturalism as a shield behind which they can isolate themselves. Some politicians, like David Cameron (p. 113), have called for the end of "state multiculturalism" which they believe encourages the separation of such cultures. Leaders from both the majority and the minorities have spoken of creating a path that might lead "beyond multiculturalism". By this they mean creating a society which both assures respect for minority cultures, as well as assuring their continued integration into the nation.

The question is, what kind of nation is that? Is it a country in which individual groups gradually blend into a single common culture - that is, a single community? Or a nation made up of many individual cultures - that is, as association of communities? Or something in between? The debate on multiculturalism continues. It is not about whether Britain is multicultural. It is about how far multiculturalism has come and where it is going.

Spot check

a. What kinds of jobs did many New Commonwealth immigrants to the UK get?

b. Why have some of New Commonwealth heritage felt frustrated in the UK?

c. How have new ethnic minorities contributed to British society?

d. Why do some Britons wish to end "state multiculturalism"?

e. What is meant by the term "beyond multiculturalism"?

--- 116 to 349

xxx3 This multiculturalism debate is not about culture

Peter Guillam, Guardian.co.uk, 26 April 2011

The debate about multiculturalism is intensifying.

In all the hot-tempered comment, the assumption seems to be that British culture should be contrasted to other alien cultures, which are unfortunately separate from it and should be assimilated into it. In fact, however, cultures vary as much within themselves as between each other. Very few are homogenous. British culture is certainly not.

For example, imagine Steve, a white English man who can trace his ancestry back to the Norman conquest, who owns a small business, is a Conservative, has children, lives in the countryside, loves cricket and is a practising Christian. Who does he have more in common with? Yousef, a Pakistan-born man who owns a small business, is a Conservative, has children, loves cricket, lives in the countryside and is a practising Muslim? Or Katie, a female Welsh factory worker with no children, who hates all forms of competitive sport, is an atheist city-dweller and a member of the Socialist Workers party? If culture means shared values, then Steve has far more in common with Yousef than with Katie.

This is why attempts to define "British values" – such as those made by David Cameron and Gordon Brown before him - failed, and why they will always fail. For their definitions are so narrow as to exclude people who are clearly British. That is why the far right seeks to define cultures not in terms of values, as mainstream politicians do, but in terms of skin colour and race.

As it stands, the multiculturalism debate is a stand-in for everything other than culture: race, inequality, markets, globalisation, terrorism - perhaps modernity itself. But certainly not culture - because all cultures are multicultures, and cannot be anything else.

Tasks

a. What stereotypes do you connect with the idea of "British culture"? Where did you get these stereotypes? Do any of these reflect Britain's multiculturalism?

b. This comment was written as a response to David Cameron's statement on page 113. What is Peter Guillam's message to the prime minister? How persuasive is Guillam?

c. Peter Guillam believes that all cultures are multicultural. Is this true of Norwegian culture? Can you find any examples of this?

d. One American journalist has claimed that "multiculturalism has taken on a generally negative connotation in Europe". Is this the case in Norway? Why/Why not?

--- 117 to 349

### xxx3 Flashpoints in multicultural America

Americans have been integrating new peoples and cultures into their nation since its beginning. And since that beginning they have been disagreeing about who is a "real" American. Different standards have been used at different times. To some, being American meant having an English or British heritage (being White Anglo-Saxon Protestant - WASP). To others, it was enough to be from northern or western Europe. Still others claimed that only Christians could be true Americans. Most recently, speaking only one language - English - has been used as a standard. Such views have given rise to many prejudices and stereotypes through the years. The Irish were ignorant and alcoholic. Germans were immoral and drank beer on Sundays. Italians were criminal. Poles, stupid. Jews, greedy. Norwegians ("Norskies"), simple-minded. None could become "real" Americans.

### xxx3 Flash forward

These days multicultural fears have been focused on two groups in particular - the Mexican Americans and the American Muslims. Mexican Americans have grown to be one of the largest ethnic groups in the nation with over 32 million members. In many ways they have inherited the fears that used to be aimed at the German Americans at the end of the 1800s - that because of their sheer numbers and tendency to continue to speak their own language they would never assimilate and become "real" Americans. Mexican Americans today have an additional problem. There are an estimated 6.5 million illegal Mexican immigrants living in the US. Hostility towards these illegal immigrants spills easily over onto the Mexican American community as a whole, sparking further conflict.

### xxx3 American Muslims

American Muslims have become the focus of attention because of the al-Qaeda attacks on the US on September 11, 2001 and the following War on Terror, which has involved the US (and the UK) in a series of wars in Islamic countries in the Middle East. Among some Americans, the stereotype of the Islamic terrorist has created a loose set of associations between violence, fear, fundamentalism and all Muslims in the country. This has led some American Muslims to feel threatened, despite the fact that Islam is among the smallest religious groups in the country.

It is not the first time that Americans have reacted against an internal group they have identified with an external enemy. During the Second World War one of the smaller ethnic groups, the Japanese Americans, were actually rounded up and sent to internment camps for the duration of the war.

--- 118 to 349

xxx3 Murder sets off debate on illegal immigration

On March 27,2010, Robert Krentz Jr., a cattle rancher along the Mexican border in Arizona, called his brother on the radio saying, "I see an immigrant out here, and he appears to need help. Call the Border Patrol." Hours later Krenz was found dead, shot in the head. Many assumed he had been killed by an illegal immigrant afraid of being turned in (though later it appeared more likely the killer was a scout from a drug smuggling ring).

His death set off a storm of protest against illegal immigrants in the state of Arizona. The conflict had been simmering for many years. Arizona is one of the main routes that illegal immigrants take when entering America across the southwestern border with Mexico. Despite repeated attempts by the federal government, the situation seemed to many to be getting more and more out of hand. That is why a few weeks after Krentz's death a law was pushed through the state legislature taking matters into their own hands. It required Arizona police officers to detain and question anyone they suspected of being an illegal alien and arrest them if they were.

This law, in turn, drew an angry reaction from the large Mexican American community in the state. They claimed it would lead to the "racial profiling" of all Mexican Americans. That would violate their civil rights and spread prejudice against anyone who might be looked on as a "suspect" because of dark skin or Mexican American features. The American Civil Liberties Union immediately challenged the law in the courts.

President Obama - a former professor of constitutional law - called Arizona's policy "misguided." He said that it threatened "to undermine basic notions of fairness that we cherish as American." He ordered the Justice Department to seek a court order against it. On July 29, 2010, Judge Susan Bolton of the Federal District Court found in favor of the Obama Administration and put the law on hold while the state of Arizona appealed the decision.

The debate was far from finished.

Tasks

a. Do you think the legislature of Arizona over-reacted to the problem of illegal immigration to the state? Why/Why not?

b. Which "basic notions of fairness" in America do you think President Obama felt were being threatened by the law?

c. There are immigrants living illegally in Norway today. How should they be treated?

--- 119 to 349

Happily no such government policies have been followed with regard to American Muslims since 9/11. The American government has been at pains to declare that it is not at war with Islam or suspicious of American Muslims. On the contrary, it has actively defended their civil rights.

Nonetheless, instances of prejudice and even violence against American Muslims have occurred in the US over the last decade. This has led some in the Islamic community to fear that "Islamophobia" (fear of Islam) is on the rise in the country. They worry that they will not be accepted as "real" Americans because of their religion.

### xxx3 What is an American?

The good news for Mexican Americans and American Muslims is that the great majority of Americans view being an American as a matter of citizenship, not background - a logical foundation for a country made up of immigrants. Anyone who wants to live in the United States is welcome as long as they agree to follow the laws of the country as stated in the Constitution. All groups are equally American, no matter what their race, religion, cultural heritage, size or time of arrival. No one group holds a privileged position. In this sense, multiculturalism is more than simply a description of an America in which many individual cultures have an intrinsic value and a right to respect. It also implies that by accepting cultural variety the United States preserves its democratic way of life.

And what a varied way of life that is! The genius of American society has been precisely to blend elements of its many ethnic cultures into new combinations. Consider some of the things that are widely recognized to be typically American:

-- Music, for example: country music is rooted in Irish, Scottish, English, French, German and Scandinavian culture. When Afro-American culture was added to that mix, we got rhythm `n blues, rock `n` roll and later rap. Swing and jazz have the same origins, with an added pinch of Jewish American influence. And it was the British music hall and German operetta that inspired the Broadway musical.

-- Or think about food: pizza spread from Italian ethnic communities in America before it boomeranged back to Europe and the rest of the world. Today the same thing has happened with tacos and Tex-Mex food and with sushi restaurants.

--- 120 to 349

xxx3 Of Mosques and Men

One quiet February evening in 2010 in Sheboygan County, Wisconsin, Dr. Manoor Mirza became aware of the full extent of the damage that had been done by the 9/11 attacks on the Twin Towers in New York City and the Pentagon in Washington nine years earlier. He was seeking permission from the county Building Commission to set up a small mosque in the town of Wilson (pop. 3,200) for the 100 or so Muslims in the local community. Most were refugees from Bosnia and Albania.

Dr. Mirza suddenly found himself the center of vicious attacks on his religion. He was told Islam was a religion of hate. Muslims were out to wipe out Christianity. They murdered their children. "I just think it's not American," one opponent summed up. Mirza was deeply shaken, "I never expected that the same people who came to me at the hospital and treated me with respect would talk to me like this."

A month later there was a much larger national uproar over plans to build a Muslim cultural center and mosque two blocks from Ground Zero in New York City, the place where the Twin Towers had once stood. Although the plan - referred to as Park51 - had been approved by the authorities, opponents were outraged. They claimed it was an insult to the victims of 9/11. This was "sacred ground," they declared. Protesters carried signs declaring "All I Need to Know about Islam, I Learned on 9/11." Bloggers condemned the center as an example of "Islamic domination and expansionism." The rhetoric in the blogosphere grew rabid.

Does this mean that hatred of Islam (Islamophobia) is on the rise in America? Well - yes ... and ... no. There are an estimated 1,900 mosques in the USA. Clearly, having trouble building Park51 was the exception, not the rule. Polls have shown that most Muslims in America feel safer and freer in the US than anywhere else in the Western world. Perhaps this reflects the deep-seated American separation of church and state, guaranteeing religious freedom to all. Or perhaps it reflects the fact that Muslims are one of the smallest and most varied groups in the country. With no more than an estimated 2.6 million members, their numbers pose a threat to no one.

On the other hand, prominent American Muslims fear that opposition to Park51 is part of a "pattern of intolerance" that started after 9/11 and has deepened over the past years. A poll taken in September 2010 showed that 61% of Americans opposed Park51, while just 26% supported it. This troubles American Muslims. "The core argument emerging [from the anti-mosque protests] is that Muslims are not and can never be full Americans," remarked a prominent American Muslim.

Returning to Sheboygan County, the town's executive council eventually granted the local Islamic Society permission to convert a building into a mosque. Protests have died down, but the wounds inflicted by 9/11 on the relationship between American Muslims and the larger American society remain open. Only time will heal them.

Tasks

a. Some Americans apparently believe that a person can be either a Muslim or an American, but not both. Why is this, do you think? What is your opinion of this?

b. Why was Park51 so controversial? Try to sum up the arguments on both sides of the issue.

--- 122 to 349

The list could go on and on. Despite friction between groups, there is no sign that Americans wish to change their multicultural ways. On the contrary, almost a million new Americans are being added to the mix every year.

A nation of nations, indeed.

Bildetekst: September 11, 2010: For the first time since the 2001 attacks, September 11 was marked by divisive political rallies in Lower Manhattan, as both supporters and opponents of Park 51 held dueling protests. See also the picture on p. 97, which is from the same day.

Spot check

a. Mention some stereotypes Americans have held about one another through the years.

b. On which two groups has attention been focused recently?

c. How large is the Mexican American community in the US?

d. What is "Islamophobia?"

e. How do most Americans view being an American?

### xxx3 The future of multiculturalism

Multiculturalism has a much wider scope than the Anglo-American world, of course. But it was the UK and US that pioneered the global free market economy that is the driving force behind multiculturalism today. It is an economy that moves not only trade goods and capital, but working men and women across national borders. This is an on-going process. The UK and the US were among the first to feel the multicultural effects of this globalization process, so the way they have dealt with these may help shed some light on future developments elsewhere.

As this article has made clear, both the UK and the US experience conflicts between cultural groups within their borders. In both countries some people have made calls to eliminate the influence of "outsiders" either by assimilation or exclusion. But it is also clear that the great majority in both countries have subscribed to a wider, more inclusive definition of their nation. They have learned to accept and celebrate the variety a multicultural society offers. Integration in the Anglo-American world is a two-way process, enriching both the newcomers and the societies they become part of.

In conclusion, a place where different cultures meet and mix will always be the scene of a certain amount of friction. Sometimes sparks will fly and tempers will flare up. But it is well to keep in mind that it is exactly on such borders between cultures that we can gain new insights and see new possibilities. That is how our societies develop. If, on the other hand, we allow fear and hatred to determine relations between cultures, the results can be chilling.

### xxx3 Glossary

Glossary page 108

to define: å bestemme

ancestry: opphav, avstamming

physical characteristics: fysiske kjennetegn / fysiske kjenneteikn

citizenship: statsborgerskap/statsborgarskap

evidence: bevis

successor: etterfølger/etterfølgar

booming: blomstrende/blomstrande

restriction: restriksjon, begrensning / restriksjon, avgrensing

heritage: arv

Glossary page 111

shore: kyst

patchwork quilt: lappeteppe

issue: sak, problem, stridsspørsmål

community: samfunn

association: sammenslutning/samanslutning

to permit: å tillate

Glossary page 112

to assimilate: a integrere, a ta opp i seg

xenophobic: som har fremmedfrykt / som har framandfrykt

to conform: å tilpasse seg

interaction: samspill/samspel

Glossary page 113

to prevent: å forhindre

to promote: å markedsføre / å marknadsføre

worship: religionsutøvelse/religionsutøving

segregated: atskilt/åtskild

Glossary page 114

prejudice: fordom

unskilled: ufaglært

inferior: darlig/darleg

riot: opptøyer/opptøyar

fringe: ytterkant

superficial: overfladisk/overflatisk

to demean: a fornedre

contribution: bidrag, tilskudd / bidrag, tilskot

enriched: beriket / gjort rikare

Glossary page 115

path: vei/veg

Glossary page 116

assumption: antakelse, forutsetning / oppfatning, føresetnad

alien: fremmed/framand

Glossary page 117

to integrate: a innlemme, a integrere

heritage: kulturarv

recently: nylig/nyleg

to inherit: a arve

illegal: ulovlig/ulovleg

hostility: fiendtlig innstilling / fiendtleg innstilling

internal: indre, innenlandsk / indre, innanlandsk

external: ytre

Glossary page 118

to assume: a anta

scout: spaner/spanar

to simmer: a syde, a koke

state legislature: lovgivende delstatsforsamling / lovgivande delstatsforsamling

to detain: å pågripe, å arrestere

misguided: skakkjørt/skakkøyrd

to cherish: å sette høyt / å sette høgt

Glossary page 119

internment camp: interneringsleir

Constitution: grunnlov

intrinsic: iboende, indre / ibuande, indre

genius: genistrek

to blend: å blande

Glossary page 120

permission: tillatelse/løve

uproar: opprør

opponent: motstander/motstandar

outraged: sjokkert, opprørt

insult: fornærmelse/fornserming

rabid: rabiat

poll: meningsmåling/meiningsmåling

to oppose: å motsette seg

Glossary page 122

friction: spanning

scope: rekkevidde

to eliminate: a fjerne

to subscribe: a slutte seg til

chilling: dyster

--- 123 to 349

### xxx3 Tasks

1 Main ideas

In pairs, sum up the main points by asking each other these questions:

How are the UK and the US alike with regard to multiculturalism? How are they different?

Compare your answers with another pair's.

2 Discussion

Work in groups:

a. The article talks about the nation as a community and as an association. Which of the two do you think fits Norway best? Why?

b. This article contends that multiculturalism is a two-way process in the Anglo-American world. Is that also the case in Norway? Can you give examples of this?

c+. (Challenging task) What do you think are the advantages and disadvantages of living in a multicultural society? Make a list of both and compare your results with another group's.

d+. (Challenging task) This article has dealt with both ethnic minority groups and religious minority groups. What is the difference between the two? Why do people sometimes mix them up?

3 Vocabulary

a. What do the following words bring to mind; i.e. what do you associate with them? (See "connotations" p. 203.) Jot down the first thing(s) that come to mind and compare them with a neighbor's list. Were any the same? Were some different?

citizen, independence, territory, commitment, minority, security, separation, mainstream

b+. (Challenging task) Choose five terms from the list below and write definitions of them in your own words. Then use them to make a quiz for a partner you choose. Read your definitions to your partner, who must guess which terms they fit. Then it is your partner's turn.

assimilation, exclusion, inequality, nation, association, heritage, stereotype, illegal alien, ancestry, community, values, multiculturalism, xenophobia, homogeneous

4 Belonging to Norway

Discuss in class: Are there any grounds to judge any of the following persons as more Norwegian than others? Use the characteristics of nationality in the pre-reading task (p. 108) to discuss them.

-- King Harald - third generation monarch - English/Danish heritage

-- Hadia Tajik - politician

-- Ole E. Rolvaag - Norwegian-born American author

-- Ezinne Okparaebo - Nigerian-born sprinter (Norwegian champion)

-- Moa (Mohammed) Abdellaoue - footballer

-- Renee Zellweger - American actress (Norwegian mother)

-- Henrik Ibsen - writer

-- Sissel Kyrkjebo - singer

-- Haddy N'jie - artist and TV personality

-- Mari Boine - artist of Sami background

-- Yosef Wolde-Mariam and Tshawe Baqwa (AKA Madcon) - pop/funk/rap duo

-- Age Aleksandersen - musician

-- Shabana Rehman Gaarde - artist

-- Roald Dahl - British writer of Norwegian parentage

-- Bard Tufte Johansen - comedian

-- Ole Evinrude - Norwegian-born inventor in America

5 Working with statistics

a. Look at the UK diagram on page 110. What are the two largest groups? What are the two smallest groups? Did anything surprise you about the order of size of ethnic groups in the United Kingdom?

b. Look at the USA diagram on page 110. What are the two largest groups? What are the two smallest groups? Did anything surprise you about the order of size of ancestry groups in the USA?

--- 124 to 349

6 Writing

Choose one task:

a. Do you think the USA can have both one culture and many cultures at the same time, as this article claims? Write a short answer.

b+. (Challenging task) Write an expository essay (see page 254) in which you briefly compare multiculturalism in the UK and the USA. Then state which of the two you believe Norway can learn the most from, explaining your reasons why.

c+. (Challenging task) Write a blog entry about the future of multiculturalism in Europe. Explain how you think intercultural relations will develop in the coming decade. Include developments in Norway.

7 Analysis

a. Read Peter Guillam's text again (see p. 116). Then analyze his style of writing. For example: Is he being subjective or objective? Is he very formal or informal? Does he use long or short sentences? Does he use very complicated words, or very common ones? Does he speak directly to the reader?

b+. (Challenging task) Compare Peter Guillam's text with the text "Murder Sets Off Debate on Illegal Immigration" (p. 118). What are the similarities and differences between them in terms of style and genre?

8 Quick research

Choose one task and find information. Report back to the class.

a. How many persons of ethnic minority background are presently elected to the House of Commons in the UK? What percentage is this of the total number of MPs?

b. Which American ethnic group has shown the greatest increase in numbers in the last decade? How large was this increase?

c+. (Challenging task) Find out how many immigrants came to the United Kingdom or the United States last year and where they came from. If possible, find out where they settled.

d+. (Challenging task) How many illegal immigrants live in the United States today? Find the latest news story about illegal immigration to the USA. Make a brief summary of the story.

--- 125 to 349

Before reading: Cultural prejudices and stereotypes are not the exclusive property of the majority in a society. Minorities can be equally ethnocentric as the following excerpt illustrates. It is taken from The Joy Luck Club by Amy Tan, a well-known Chinese American writer. The main character, Waverly Jong, has a problem. She wants to marry Richard (Rich) Schields, a loving man who would be a good father to her daughter, Shoshana. But - like many immigrants - her mother, Lindo, is sceptical of "white" Americans like Rich. But Waverly thinks she may have found a way to overcome her mother's opposition ...

Cultural misunderstandings are often found in films and TV series. Think back on the movies or TV series you have seen and try to pick out one or two which were based on lack of understanding between people from different cultures. Choose three partners and present your examples.

## xxx2 When Rich Came to Sunday Dinner

by Amy Tan (b. 1952, USA)

[1] After much thought, I came up with a brilliant plan. I concocted a way for Rich to meet my mother and win her over. In fact, I arranged it so my mother would want to cook a meal especially for him. I had some help from Auntie Suyuan. Auntie Su was my mother's friend from way [5] back. They were very close, which meant they were ceaselessly tormenting each other with boasts and secrets. And I gave Auntie Su a secret to boast about.

After walking through North Beach one Sunday, I suggested to Rich that we stop by for a surprise visit to my Auntie Su and Uncle Canning. [10] They lived on Leavenworth, just a few blocks west of my mother's apartment. It was late afternoon, just in time to catch Auntie Su preparing Sunday dinner.

"Stay! Stay!" she had insisted.

"No, no. It's just that we were walking by," I said.

[15] "Already cooked enough for you. See? One soup, four dishes. You don't eat it, only have to throw it away. Wasted!"

How could we refuse? Three days later, Auntie Suyuan had a thank-you letter from Rich and me. "Rich said it was the best Chinese food he has ever tasted," I wrote.

[20] And the next day, my mother called me, to invite me to a belated birthday dinner for my father. My brother Vincent was bringing his girlfriend, Lisa Lum. I could bring a friend, too.

--- 126 to 349

I knew she would do this, because cooking was how my mother expressed her love, her pride, her power, her proof that she knew more than Auntie Su. "Just be sure to tell her later that her cooking was the best you ever tasted, that it was far better than Auntie Su's," I told Rich. "Believe me."

The night of the dinner, I sat in the kitchen watching her cook, waiting for the right moment to tell her about our marriage plans, that we had decided to get married next July, about seven months away.

--- 127 to 349

She was chopping eggplant into wedges, chattering at the same time about Auntie Suyuan: "She can only cook looking at a recipe. My instructions are in my fingers. I know what secret ingredients to put in just by using my nose!" And she was slicing with such a ferocity, seemingly inattentive to her sharp cleaver, that I was afraid her fingertips would become one of the ingredients of the red-cooked eggplant and shredded pork dish.

I was hoping she would say something first about Rich. I had seen her expression when she opened the door, her forced smile as she scrutinized him from head to toe, checking her appraisal of him against that already given to her by Auntie Suyuan. I tried to anticipate what criticisms she would have.

Rich was not only not Chinese, he was a few years younger than I was. And unfortunately, he looked much younger with his curly red hair, smooth pale skin, and the splash of orange freckles across his nose. He was a bit on the short side, compactly built. In his dark business suits, he looked nice but easily forgettable, like somebody's nephew at a funeral. Which was why I didn't notice him the first year we worked together at the firm. But my mother noticed everything.

"So what do you think of Rich?" I finally asked, holding my breath.

She tossed the eggplant in the hot oil and it made a loud, angry hissing sound. "So many spots on his face," she said.

I could feel the pinpricks on my back. "They're freckles. Freckles are good luck, you know," I said a bit too heatedly in trying to raise my voice above the din of the kitchen.

"Oh?" she said innocently.

"Yes, the more spots the better. Everybody knows that."

She considered this a moment and then smiled and spoke in Chinese: "Maybe this is true. When you were young, you got the chicken pox. So many spots, you had to stay home for ten days. So lucky, you thought."

I couldn't save Rich in the kitchen. And I couldn't save him later at the dinner table.

He had brought a bottle of French wine, something he did not know my parents could not appreciate. My parents did not even own wine-glasses. And then he also made the mistake of drinking not one but two frosted glasses full, while everybody else had a half-inch "just for taste".

When I offered Rich a fork, he insisted on using the slippery ivory chopsticks. He held them splayed like the knock-kneed legs of an ostrich while picking up a large chunk of sauce-coated eggplant. Halfway between his plate and his open mouth, the chunk fell on his crisp white shirt and then slid into his crotch. It took several minutes to get Shoshana to stop shrieking with laughter.

Spot check

a. Why did Waverly stop by Auntie Suyuan's house?

b. What did Waverly tell Rich to say about her mother's cooking?

c. Describe what Rich looks like.

d. What docs Undo think of Rich's freckles?

--- 128 to 349

And then he had helped himself to big portions of the shrimp and snow peas, not realizing he should have taken only a polite spoonful, until everybody had had a morsel.

He had declined the sauteed new greens, the tender and expensive leaves of bean plants plucked before the sprouts turn into beans. And Shoshana refused to eat them also, pointing to Rich: "He didn't eat them! He didn't eat them!"

He thought he was being polite by refusing seconds, when he should have followed my father's example, who made a big show of taking small portions of seconds, thirds, and even fourths, always saying he could not resist another bite of something or other, and then groaning that he was so full he thought he would burst.

But the worst was when Rich criticized my mother's cooking, and he didn't even know what he had done. As is the Chinese cook's custom, my mother always made disparaging remarks about her own cooking. That night she chose to direct it toward her famous steamed pork and preserved vegetable dish, which she always served with special pride.

"Ai! This dish not salty enough, no flavor," she complained, after tasting a small bite. "It is too bad to eat."

This was our family's cue to eat some and proclaim it the best she had ever made. But before we could do so, Rich said, "You know, all it needs is a little soy sauce." And he proceeded to pour a riverful of the salty black stuff on the platter, right before my mother's horrified eyes.

And even though I was hoping throughout the dinner that my mother would somehow see Rich's kindness, his sense of humor and boyish charm, I knew he had failed miserably in her eyes.

Rich obviously had had a different opinion on how the evening had gone. When we got home that night, after we put Shoshana to bed, he said modestly, "Well, I think we hit it off A-o-kay." He had the look of a dalmatian, panting, loyal, waiting to be petted.

"Uh-hmm," I said. I was putting on an old nightgown, a hint that I was not feeling amorous. I was still shuddering, remembering how Rich had firmly shaken both my parents' hands with the same easy familiarity he used with nervous new clients. "Linda, Tim," he said, "we'll see you again soon, I'm sure." My parents' names are Lindo and Tin Jong, and nobody, except a few older family friends, ever calls them by their first names.

"So what did she say when you told her?" And I knew he was referring to our getting married. I had told Rich earlier that I would tell my mother first and let her break the news to my father.

"I never had a chance," I said, which was true. How could I have told my mother I was getting married, when at every possible moment we were alone, she seemed to remark on how much expensive wine Rich liked to drink, or how pale and ill he looked, or how sad Shoshana seemed to be.

--- 129 to 349

[1] Rich was smiling. "How long does it take to say, Mom, Dad, I'm getting married?"

"You don't understand. You don't understand my mother."

Rich shook his head. "Whew! You can say that again. Her English was [5] so bad. You know, when she was talking about that dead guy showing up on Dynasty, 1 thought she was talking about something that happened in China a long time ago."

That night, after the dinner, I lay in bed, tense. I was despairing over this [10] latest failure, made worse by the fact that Rich seemed blind to it all. He looked so pathetic. So pathetic, those words! My mother was doing it again, making me see black where I once saw white. In her hands, I always became the pawn. I could only run away. And she was the queen, able to move in all directions, relentless in her pursuit, always able to find my [15] weakest spots.

Spot check

a. What happened when Rich used chopsticks?

b. Why should Rich have taken a second helping of food?

c. Why did he add soya sauce to his food?

d. Why didn't Waverly tell her mother she was going to marry Rich?

### xxx3 Glossary

Glossary page 125

excerpt: utdrag

opposition: motstand

to concoct: a ponske ut

to torment: a plage

to boast: a skryte

belated: forsinket/forseinka

Glossary page 127

eggplant: aubergine

wedge: stykke

ferocity: villskap

cleaver: slakteoks

to scrutinize: a granske

appraisal: vurdering

freckle: fregne/frekne

din: brak

chicken pox: vannkopper/ vasskoppar

ivory chopsticks: spisepinner av elfenben / etepinnar av elfenbein

ostrich: struts

crotch: skritt

Glossary page 128

morsel: bit, stykke

to burst: a sprekke

disparaging: nedsettende/nedsetjande

cue: stikkord

to pet: a kjæle med

to shudder: å grøsse, å skjelve

Glossary page 129

tense: an spent/spent

pawn: en brikke i spillet / ei brikke i spelet

relentless: nådeløs/nådelaus

Glossary page 131

Glossary for task 8:

bum: hjemløs/heimlaus

degree: grad

the pressure is on: det er stort press

worthless: verdiløs/verdilaus

to expire: å gå ut, å forfalle

petition: henstilling, anmodning / oppfordring, oppmoding

citizen: statsborger/statsborgar

maid: hushjelp

--- 130 to 349

### xxx3 Tasks

1 After reading

Think back over the films and TV series you discussed at the beginning of this excerpt. What do they have in common with the kinds of misunderstandings shown in this story? Were they about people from different nations or about people with different cultures within one nation? Were there any clear prejudices shown in them?

2 Role play

Work in groups of four.

a. Close your books. Make a list of everything Rich did wrong while he was at dinner.

b+. (Challenging task) Then take the roles of Rich and three of his friends. You are meeting at a bar the day after dinner at Waverly's parents. Rich still thinks things went well and begins telling his friends about what he did. But they know more about Chinese culture than he does and explain to him all the things he did wrong as he talks. Feel free to ask Rich questions; for example, "You didn't call her parents by their first names, did you?"

c+. (Challenging task) Waverly and Rich have invited Waverly's parents to dinner in their apartment. Now it is Lindo who is on foreign ground. Spend some time discussing what kinds of mistakes Lindo and her husband might make when the situation is reversed. Then play out the scene.

3 Dicussion

Work in groups:

a. Why do you think Rich insisted on using chopsticks instead of the fork that was offered him? What does this tell us about him?

b. Could any of Rich's actions at dinner with Waverly's parents be seen as impolite at a Sunday dinner in Norway? Which and why?

c+. (Challenging task) What does Lindo say and do that makes it clear she is ethnocentric? (See p. 100.) Would you say she goes so far as to also be a racist? What is the difference between the two?

d+. (Challenging task) Waverly says to Rich that she "never had a chance" to tell her mother of their plans to get married. Is that strictly true? Is it strictly false?

e+. (Challenging task) There are several instances where the senders message was not understood by the receiver in this story (see p. 98). Pick out one example and share it with a classmate, then listen to theirs. If you have the same example, move on to another classmate.

4 Avoiding ethnocentrism

Discuss in class:

When we meet someone from a different culture, how can we best avoid the kinds of mistake Rich made with Waverly's parents? Here are some suggestions - discuss each and state whether you think it is a good idea or not:

-- ask questions and show interest in the other person's culture

-- speak only about general topics that are known everywhere, for example football

-- explain your own culture, since you know it better than the other person

-- if possible, read up on the other person's culture before you meet

-- make fun of stereotypes about the other person's culture - everyone appreciates humor

-- smile a lot, and avoid any show of negative emotion

-- keep your head down as much as possible and say as little as possible

-- allow the other person to decide the topic of conversation

-- compare your values with the other person's, discussing which are best

5 Writing

Choose one task:

a. You are Lindo Jong. You are writing a letter to Auntie Suyuan in which you tell her about your dinner party with Waverly and Rich. Be polite but clear about what you think of him and his actions at dinner. Suggest to Auntie Suyuan what kind of man you would like to see your daughter marry; i.e. his background, looks, job, temperament etc.

--- 131 to 349

b+. (Challenging task) Write an expository essay showing how this story illustrates some of the challenges of living in a multicultural society.

6 Quick research

Choose one task. Make a short report about your findings.

a. Find information about Chinatown in San Francisco, the place where this story takes place.

b. The Chinese American community has grown a great deal over the past forty years. Find out how many Chinese Americans there are in the USA today, and how many Chinese immigrants came to the USA last year.

c+. (Challenging task) China's economy is growing at a fabulous rate. China's government sees learning English as very important if their economy is to continue its growth. Find information about Chinese learning English.

7 Vocabulary

Copy the table below.

a. The words on the left are taken from the text. Match them with the definitions on the right.

b+. (Challenging task) Then add what part of speech the word is: verb, noun, etc.

8 Listening – a successful immigrant

Go to access.cappelendamm.no to find the audio file.

a. Listen to what Valerie Corpus has to say. Listen only once, then sit in pairs and decide what main things she talks about. Note them down.

b. Now listen to the same track again. Imagine that you are going to interview Valerie Corpus for a radio program called "Meeting America". Decide together on five questions you would ask her based on the information she gave in the listening comprehension. Try to make use of terms used in this chapter such as culture, senders, messages, ethnicity, stereotypes, multi-culturalism, etc. Write your questions down.

c+. (Challenging task) Finally, your pairs can join into groups of four. One pair asks the other two of its questions, and the other pair answers as if they were Valerie. Then it's the second pair's turn to ask its questions.

|  |  |  |
| --- | --- | --- |
| Word | Part of speech | Definition |
| to concoctto boastpawnto chatterferocitycleaverto scrutinizeamorouscrotchto disparageto proclaim |  | to speak of or assert with excessive pridestrongly moved by loveto praise or glorify openly or publiclyto plan to obtain or bring aboutone that can be used to further the purposes of anotheran angle formed by the parting of two legs, branches, or membersthe quality or state of being extremely intense, angry or violentto depreciate by indirect means: speak slightingly abouta butcher's implement for cutting animal carcasses into joints or piecesto talk idly, incessantly, or fastto examine closely and minutely |

--- 132 to 349

Before reading: London has been a cosmopolitan city since the Romans founded it in 43 AD. Refugees and immigrants from all over the world have settled there through the centuries. Like many before them, the latest arrivals have set up camp where the most affordable housing in the city can be found - today's East End. The following excerpt drops us into a London taxi making its way to the author's new East End lodgings in Brick Lane, rented from his Bangladeshi landlord, Mr Ali. It is a journey through cultures as well as streets, as Tarquin Hall attempts to understand the New East End.

Every town has it neighbourhoods. In the countryside, individual districts can be quite different in their accents and traditions, as well. Describe three distinct neighbourhoods or districts that share borders within your town or region. How do the people of these neighbourhoods or districts view one another? Are they rivals? Do they hold stereotypes or suspicions about one another? Is there much contact between them? Could they be called different cultures?

## xxx2 Salaam Brick Lane

by Tarquin Hall (b. 1969, UK)

I went to South Kensington to collect my belongings and returned to Brick Lane in a taxi. My driver was a native of Bethnal Green who, like many white East Enders, had moved out of the area. He now lived in Essex where, he boasted, the French windows of his living room looked out on to open fields.

"When I was growing up, we never locked our doors at night," he said, speaking over his shoulder through the gap in the glass partition of his hackney carriage.

A thickset man in his early sixties, he had a close-shaven head and a nose that looked as if it had been chiseled out of solid rock.

--- 133 to 349

"It's not like that now. I'll tell you that for nothing, 'ardly a day goes by without a knifing or a shooting. I wouldn't want my grandchildren growing up round 'ere. Not now. Terrible it is."

I didn't know it yet, but these were the opening lines of the-East End's gone-to-rack-and-ruin rant made by resident and non-resident white East Enders whenever they found an opportunity. Over the course of the year I spent living on Brick Lane, I heard it so many times that I got to know it by heart.

"When I was growing up, the East End was a friendly place," continued the driver, who had my full attention, but only because this was the first time I'd heard someone lamenting the end of Cockney culture. "Everyone knew everyone. We was like one big 'appy family. People looked out for one another in them days."

Encouraged by my interest, he reminisced for a while about music halls and knees-ups, about playing Knock Down Ginger in the streets and eating jellied eels in pie and mash shops. It was nostalgic, idyllic stuff that made the old East End sound more like the set of a musical than your average city neighbourhood.

[...]

"So why did you move out, then?"

The driver pointed to a crowd of Bangladeshi men in white prayer caps standing outside the Brick Lane mosque on the corner of Fournier Street.

"Them," he said.

By now, we were stuck in traffic at the south end of Brick Lane. This was the heart of what was known officially as "Banglatown", home to some fifty thousand or more Bangladeshis, and this portion of the street was lined with Indian restaurants, sari emporiums, Asian video rental stores, travel agents advertising Hajj package deals, confectionery shops selling fried, syrupy jellabies and lamp-posts painted red and green, the national colours of Bangladesh. Touts stood outside the curry houses trying to entice passers-by with special meal offers. Inside a Pakistani-owned barbers, where a photograph of the Ka'bah lit up at night hung on the wall, a man was having his ears cleaned out with cotton buds. A couple of doors down stood a wedding goods store where prospective brides and grooms could pick up garlands of plastic flowers and red velvet-upholstered thrones for their reception.

"Just look at it!" said the driver mockingly. "I don't know what you'd call it. But it's not England."

The traffic began to move again and we crawled past a refrigerated truck parked up on the pavement. Bangladeshi men in bloodstained white jackets were unloading lamb carcasses and carrying them over their shoulders into a supermarket called Taj Stores.

--- 134 to 349

Through the doors I spotted exotic Bengali vegetables and fruit for sale, and virtually everything else a South Asian family would ever need - from stainless steel tiffins to cooking pots the size of cauldrons.

"Don't get me wrong," said the driver. "Personally, I've got nothing against the Indians. I'm a bit of a curryholic myself. There's just too many of them. Britain's getting swamped. It won't be long before there's no such thing as an Englishman. We'll be a bunch of mongrels. Naa! It's no good, is it? You've got to draw the line somewhere."

We passed more curry houses with names like "Le Taj" and women in niquabs, with only their eyes and the tips of their shoes visible as they shuffled along the narrow pavements. A trio of teenage Bangladeshi girls came up the streets towards us, chewing gum and smiling and chatting amongst themselves. They were dressed modestly in long black coats, loose trousers and hijabs, but they also wore make-up and lipstick and their nails were manicured and polished. Further on, half a dozen teenage Bangladeshi boys loitered on a street corner. All of them had the same identical hairstyle: sides shaved and tops parted down the middle and caked in gel. In their Eminem caps, Tommy Hilfiger jeans and Nikes, they looked like wannabe members of an LA gang - only they were short and thin, and, unlike the Americans they tried to emulate, not especially threatening.

--- 135 to 349

Beyond the corner of Woodseer Street, we passed through the complex of buildings that once housed the old Truman Buxton Brewery, which dated back to the sixteenth century and had been converted into studios and workspaces for a young crowd of artists, video producers, fashion designers and dot com entrepreneurs. Here, in the shadow of the brewery's now defunct brick chimney, the bustling ethnic stores gave way to minimalist furniture shops and boutiques with names like "Eat My Handbag Bitch!" There were a couple of art galleries, too, one showing an exhibition entitled "Snog!" - a series of photographs of couples young and old, straight and gay, pushing their tongues into each other's mouths. At the centre of the complex stood the Vibe Bar, recently dubbed one of the trendiest hangouts in London.

The traffic began to move a little faster and we entered the northern end of Brick Lane where the street changed character yet again. This was the run-down, seedier part where the old East End rag trade still survived in the form of leather jacket shops and cheap clothing wholesalers. Cardboard boxes stencilled "Karachi" and "Istanbul" were being offloaded from a van overseen by a Pakistani with a pot-belly and three-day stubble.

The cab pulled up outside Mr Ali's shop and I got out and unloaded my belongings.

"You want to watch your back round here, mate," said the driver, as I paid him through the window. "You can't trust them, you know. They don't share our values. Remember that."

I felt like telling him that it wasn't being around immigrants that worried me so much as having to blend in amongst the white Cockney population. It had been years since I had had to deal with Britain's class system, but as a former public school boy, I knew only too well how deep the hostility and prejudice ran. As a teenager I was often chased or picked on by local kids from the comprehensive near to my posh school. Once, when I was fifteen, I was beaten up and stripped naked for being a "toff'.

The book I had been reading over the past couple of days had hardly put my mind at ease. Entitled I Took Off My Tie, it was an account by Hugh Massingham, a young, idealistic writer from west London, who went to live in the heart of the East End in the 1930s and was given a less than friendly reception by his neighbours. Far from the caricature of chirpy Cockneys, they jeered at him, accused him of being a spy, and one of them even broke into his flat and smashed up his possessions.

"I felt that I had stumbled on a secret society whose members were communicating with one another by signs whose significance was entirely lost to me," wrote Massingham. "I was in a strange land inhabited by a strange people."

(excerpt)

Spot check

a. Why didn't the taxi driver want to live in the East End?

b. What is Banglatown?

c. How were the boys in Banglatown dressed?

d. Why was the art gallery exhibition entitled "Snog!"

e. What were the last words of the taxi driver to the author?

### xxx3 Glossary

Glossary page 132

founded: grunnla

stereotype: her: fordom

native: høre hjemme i, innfødt / høyre heime i, innfødd

to boast: a skryte

partition: skillevegg/ skiljevegg

chiseled: meislet, hugget ut / meisla, hoggen ut

Glossary page 133

rant: skvalder

resident: fastboende, beboer / fastbuande, bebuar

to lament: a Sorge over

Cockney: refers to working class people of (a specific part of) East London, both their culture and their way of speaking English

to reminisce: a mimre

knees-up: livlig fest (tier det ofte danses) / livleg fest (der det ofte blir dansa)

eel: al

pie: pai

mash: potetmos

emporium: marked, varehus / marknad, varehus

tout: kundekaprer, agent / kundekaprar, agent

to entice: å lokke

velvet-upholstered: floyelstrukket/floyelstrekt

carcass: skrott, slakt

Glossary page 134

cauldron: heksegryte, stor kjele

swamped: oversvømt/ overfløymd

mongrel: bastard, blandingsrase

to loiter: å stå 0g henge

to emulate: å etterligne / å etterlikne

Glossary page 135

entrepreneur: entreprenør

brewery: bryggeri

defunct: ikke lenger i bruk / ikkje lenger i bruk

dubbed: kalt, betegnet som / kalla, omtala som

seedier: lurvete, loslitt / lurvete, losliten

public school: privatskole

hostility: motvilje, fiendtlig innstilling / motvilje, fiendtleg innstilling

prejudice: fordom

comprehensive: kombinert ungdomsskole og videregaende / kombinert ungdomsskole og vidare-gaande

toff: snobb

chirpy: munter, livlig / munter, livleg

--- 136 to 349

### xxx3 Tasks

1 After reading

Were any of the differences you noted among your local neighbourhoods or districts like those mentioned in this excerpt? Were the causes of these differences similar to those found in London? For example, were any caused by income or language? Would you say there are major differences in culture in your local milieu?

2 Main ideas

A classmate is having a very bad day and keeps misunderstanding the text. Help him by correcting his statements and questions.

a. Apparently, Taquin Hall was lucky enough to get a ride with a very knowledgeable taxi driver.

b. I guess the East End is a very posh part of London?

c. And Banglatown is the home of the Cockneys, right?

d. Not much has changed in the East End over the last few decades.

3 Discussion

Work in groups:

a. Look for examples of ethnocentrism (see page 100) in this excerpt. Note any you can find and compare your results with the others in your group.

b. Culture clash is defined as "misunderstandings, anxieties and conflicts arising from the interaction of people with different cultural values". Do you think Tarquin Hall will experience culture clash when he moves to Brick Lane? Give reasons for your opinion.

c+. (Challenging task) Does the bar chart on page 110 give any grounds for the taxi driver saying "There's just too many of them. Britain's getting swamped"? Why does he say this, do you think?

d+. (Challenging task) Do you think the narrator trusts the description of the Cockney East End that the taxi driver gives? How does the author convey his opinion about this to the reader? Can you find any phrases he uses that make his attitude clear?

e+. (Challenging task) The Truman Buxon Brewery area seems different from the rest of the East End. How?

4 Analysis

See page 279 for an explanation of irony. This excerpt ends with the following quote from an Englishman who had moved to the Cockney East End of the 1930s:

"I felt that I had stumbled on a secret society whose members were communicating with one another by signs whose significance was entirely lost on me. I was in a strange land inhabited by a strange people."

a. Why is this an ironic remark when compared with the information given in this excerpt about the people now living in the New East End?

b. Irony is often used to make a point without actually stating it. What point is the author making here?

c+. (Challenging task) Try to find other examples of irony in this excerpt. What points (if any) does the author make by using irony in these examples?

5 Vocabulary

Look at the following sentences in Cockney East End dialect and identify what is wrong with them in terms of "proper" English expressions, spelling and grammar.

-- 'ardly a day goes by without a knifing or shooting.

--- 137 to 349

-- Terrible it is.

-- We was like one big 'appy family.

-- Naa! It's no good, is it?

6 Writing

a. Tarquin Hall grew up in London, but even so he felt like a stranger in a strange land when he arrived in the East End. Have you ever had such an experience? Write a story in the first person (see page 278) about this experience.

b+. (Challenging task) Pick a place you are well acquainted with. Now write a two-paragraph description of it as if you were a foreign reporter seeing it for the first time. You can choose your reporter's nationality as you wish. Make your description sound as odd as possible. For example: "Compared to New York, Oslo is a city where everyone seems to wear a backpack. It appears as if they are all prepared to head off to the woods in the evening to set up their tent and cook dinner over an open fire ..."

7 Quick research

Choose one task:

a. Write a brief report about Brick Lane including a short history, pictures of the street today and information about present day activities there.

b. Find the origins of "Cockney culture" in London's East End. Give some examples of it. Has it died out completely?

c+. (Challenging task) The London Olympics in 2012 had as one of its aims to rejuvenate East London. What has happened to the area after the games were held?

8 Listening: the Notting Hill carnival

As we have seen in the text from the East End, there can be conflicts and mistrust when different cultures interact in an urban setting. The Notting Hill Carnival in London addresses just this issue. It is a celebration of Caribbean culture started specifically to replace racial hostility between local whites and Caribbean immigrants with multicultural fun. Now it is the biggest carnival in the world outside Brazil! Listen to find out more about this carnival. Take notes to help you answer the questions.

Answer individually:

a. How long has the carnival been on the London calendar?

b. What are the roots of this carnival?

c. What aspects of Caribbean culture are prominent during the carnival?

d. When does the carnival take place?

e. What are the "dos" and "don'ts" to remember if you are planning to go to the carnival?

Answer in pairs:

f. What would you look forward to the most if you went to this carnival?

g. (Challenging task) How can a carnival like this help overcome cultural stereotypes?

h. (Challenging task) Are there any dangers or drawbacks to such carnivals?

Glossary page 137

hostility: fiendtlighet/fiendskap

mayhem: kaos

prior to: før

oppressor: undertrykker/ undertrykkar

to repeal: å oppheve

tension: spenning

murky: mørk

whiff: antydning, pust / aning, pust

nibble: godbit

sense of direction: retningssans

casual: her: ikke penklaer / her: ikkje finklede

--- 138 to 349

Before reading: The following poem is about an immigrant's encounter with England and the difficulties of moving from one culture to another. It is based on personal experience.

## xxx2 Wherever I Hang

by Grace Nichols (b. 1950, Guyana / UK)

I leave my people, me land, me home

For reasons, I not too sure

I forsake de sun

And de humming-bird splendor

Had big rats in de floorboard

So I pick up me new-world-self

And come, to this place call England

At first I feeling like I in dream -

De misty greyness

I touching de walls to see if they real

They solid to de seam

And de people pouring from de underground system

Like beans

And when I look up to de sky

I see Lord Nelson high - too high to lie

And is so I sending home photos of myself

Among de pigeons and de snow

And is so I warding off de cold

And is so, little by little

I begin to change my calypso ways

Never visiting nobody

Before giving them clear warning

And waiting me turn in queue

Now, after all this time

I get accustom to de English life

But I still miss back-home side

To tell you de truth

I don't know really where I belaang

Yes, divided to de ocean

Divided to de bone

Wherever I hang me knickers - that's my home.

### xxx3 Glossary

Glossary page 138

to forsake: a forlate

humming-bird: kolibri

splendour: prakt

Lord Nelson: hero cotnmem-morated in Trafalgar Square, London

pigeon: due

to ward off: a parere, a avverge / a parere, a awerje

queue: ko

knickers: truse

--- 139 to 349

### xxx3 Tasks

1 Discussion

Try to answer the questions on your own first, then discuss them in pairs or groups.

a. What images does Nichols use to contrast life in the Caribbean with life in England in the first stanza? (See page 258 for "imagery".) What is the biggest difference between the two places?

b. What do you think she means by her "calypso" ways in stanza two? How does she change these ways to try to fit into English life?

c+. (Challenging task) Who is Lord Nelson and why is he so "high?" What do you think she means when she says he is "too high to lie"?

d+. (Challenging task) Belonging to a nation is a matter of identity. What happens to her identity after she moves to England? What do you think she feels about this, judging from the last three lines of the poem?

2 Vocabulary

a. This poem is full of English expressions that come from a local English dialect from the Caribbean area. See if you can put the lines from the poem below into Standard English and then compare your attempts with two of your classmates'. What have you changed? Why?

-- Never visiting nobody

-- But still I miss back-home side

-- At first I feeling like I in dream

-- So I pick up me new-world-self and come, to this place call England

-- And is so I sending home photos of myself

-- For reasons, I not too sure I forsake de sun

b+. (Challenging task) Go on to discuss what would be lost if the whole poem were written in Standard English.

xxx4 Task: 3 Quick Research

How many people of Caribbean heritage are there in the United Kingdom today? Where do most of them live?

--- 140 to 349

Before reading: In the following short story, intercultural communication is put to the test. In it we encounter both culture clash and ethnocentrism. It illustrates that communication between cultures requires insight and effort from both sides. Luckily there are basic things we all have in common. Those serve as bridges between us.

What do you know about Australia? What images and stereotypes are connected to that nation? Make a short list, and then compare your list with a fellow pupil's.

Where do these associations come from? Share your answer with the class.

--- 141 to 349

## xxx2 Neighbours

by Tim Winton (b. 1960, Australia)

When they first moved in, the young couple were wary of the neighbourhood. The street was full of European migrants. It made the newly-weds feel like sojourners in a foreign land. Next door on the left lived a Macedonian family. On the right, a widower from Poland.

The newly-weds' house was small, but its high ceilings and paned windows gave it the feel of an elegant cottage. From his study window, the young man could see out over the rooftops and used-car yards the Moreton Bay figs in the park where they walked their dog. The neighbours seemed cautious about the dog, a docile, moulting collie.

The young man and woman had lived all their lives in the expansive outer suburbs where good neighbours were seldom seen and never heard. The sounds of spitting and washing and daybreak watering came as a shock. The Macedonian family shouted, ranted, screamed. It took six months for the newcomers to comprehend the fact that their neighbours were not murdering each other, merely talking. The old Polish man spent most of his day hammering nails into wood only to pull them out again. His yard was stacked with salvaged lumber. He added to it, but he did not build with it.

Relations were uncomfortable for many months. The Macedonians raised eyebrows at the late hour at which the newcomers rose in the mornings. The young man sensed their disapproval at his staying home to write his thesis while his wife worked. He watched in disgust as the little boy next door urinated in the street. He once saw him spraying the cat from the back step. The child's head was shaved regularly, he assumed, in order to make his hair grow thick. The little boy stood at the fence with only his cobalt eyes showing; it made the young man nervous.

In the autumn, the young couple cleared rubbish from their back yard and turned and manured the soil under the open and measured gaze of the neighbours. They planted leeks, onions, cabbage, brussels sprouts and broad beans and this caused the neighbours to come to the fence and offer advice about spacing, hilling, mulching. The young man resented the interference, but he took careful note of what was said. His wife was bold enough to run a hand over the child's stubble and the big woman with black eyes and butcher's arms gave her a bagful of garlic cloves to plant.

Not long after, the young man and woman built a henhouse. The neighbours watched it fall down. The Polish widower slid through the fence uninvited and rebuilt it for them. They could not understand a word he said.

--- 142 to 349

As autumn merged into winter and the vermilion sunsets were followed by sudden, dark dusks touched with the smell of wood smoke and the sound of roosters crowing day's end, the young couple found themselves smiling back at the neighbours. They offered heads of cabbage and took gifts of grappa and firewood. The young man worked steadily at his thesis on the development of the twentieth century novel. He cooked dinners for his wife and listened to her stories of eccentric patients and hospital incompetence. In the street they no longer walked with their eyes lowered. They felt superior and proud when their parents came to visit and to cast shocked glances across the fence.

In the winter they kept ducks, big, silent muscovies that stood about in the rain growing fat. In the spring the Macedonian family showed them how to slaughter and to pluck and to dress. They all sat around on blocks and upturned buckets and told barely-understood stories - the men butchering, the women plucking, as was demanded. In the haze of 15 down and steam and fractured dialogue, the young man and woman felt intoxicated. The cat toyed with severed heads. The child pulled the cat's tail. The newcomers found themselves shouting.

But they had not planned on a pregnancy. It stunned them to be made parents so early. Their friends did not have children until several years 20 after being married - if at all. The young woman arranged for maternity leave. The young man ploughed on with his thesis on the twentieth century novel.

The Polish widower began to build. In the late spring dawns, he sank posts and poured cement and began to use his wood. The young couple 25 turned in their bed, cursed him behind his back. The young husband, at times, suspected that the widower was deliberately antagonising them. The young wife threw up in the mornings. Hay fever began to wear him down.

Spot check

a. Why were the couple wary of their neighbours when they first moved in?

b. Why did they fear the Macedonians were murdering one another?

c. How did the neighbours help them with their garden?

d. What happened to the hen house they built?

e. When did they start smiling back at the neighbours?

--- 143 to 349

Before long the young couple realised that the whole neighbourhood knew of the pregnancy. People smiled tirelessly at them. The man in the deli gave her small presents of chocolates and him packets of cigarettes that he stored at home, not being a smoker. In the summer, Italian women began to offer names. Greek women stopped the young woman in the street, pulled her skirt up and felt her belly, telling her it was bound to be a boy. By late summer the woman next door had knitted the baby a suit, complete with booties and beanie. The young woman felt flattered, claustrophobic, grateful, peeved.

By late summer, the Polish widower next door had almost finished his two-car garage. The young man could not believe that a man without a car would do such a thing, and one evening as he was considering making a complaint about the noise, the Polish man came over with barrowfuls of woodscraps for their fire.

Labour came abruptly. The young man abandoned the twentieth century novel for the telephone. His wife began to black the stove. The midwife came and helped her finish the job while he ran about making statements that sounded like queries. His wife hoisted her belly about the house, supervising his movements. Going outside for more wood, he saw, in the last light of the day, the faces at each fence. He counted twelve faces. The Macedonian family waved and called out what sounded like their best wishes.

As the night deepened, the young woman dozed between contractions, sometimes walking, sometimes shouting. She had a hot bath and began to eat ice and demand liverwurst. Her belly rose, uterus flexing downward. Her sweat sparkled, the gossamer highlit by movement and firelight. The night grew older. The midwife crooned. The young man rubbed his wife's back, fed her ice and rubbed her lips with oil.

And then came the pushing. He caressed and stared and tried not to shout. The floor trembled as the young woman bore down in a squat. He felt the power of her, the sophistication of her. She strained. Her face mottled. She kept at it, push after push, assaulting some unseen barrier, until suddenly it was smashed and she was through. It took his wind away to see the look on the baby's face as it was suddenly passed up to the breast. It had one eye on him. It found the nipple. It trailed cord and vernix smear and its mother's own sweat. She gasped and covered the tiny buttocks with a hand. A boy, she said. For a second, the child lost the nipple and began to cry. The young man heard shouting outside. He went to the back door. On the Macedonian side of the fence, a small queue of bleary faces looked up, cheering, and the young man began to weep. The twentieth century novel had not prepared him for this.

Spot check

a. Why were the couple unprepared for her pregnancy?

b. How did the neighbours act when they understood she was pregnant?

c. How did the man act when his wife went into labour?

d. What gender was the baby?

e. Why did the man begin to cry?

### xxx3 Glossary

Glossary page 141

wary: varsom/varsamnewly-weds nygifte

sojourner: en som oppholderseg / ein som oppheld seg

fig: fikentre

docile: rolig/roleg

to moult: a royte

to rant: a rase

to salvage: a berge

thesis: avhandling

cobalt: knallbla

to manure: a gjodsle

to hill: a hyppe

to mulch: a dekke med halm

Glossary page 142

vermilion: sinoberrød/sinoberraud

rooster: hane

superior: overlegen

muscovy: en type and / ein type and

to dress: a gjore klar (for ovnen) / gjere klar (for omnen)

down: dun

to stun: a sjokkere

to antagonise: a provosere

Glossary page 143

bootie: strikket babysokk / strikka babysokk

beanie: litcn lue / lita lue

peeved: irritert

labour: fodselsveer/ fodselsvear

to black the stove: a sverte ovnen / sverte omnen

midwife: jordmor

contraction: ve

uterus: livmor

gossamer: spindelvev

to croon: a nynne

mottled: flekkete

cord: navlestreng

vernix: vernix caseosa: osteaktig, hvitt stoff som dekker spedbarnets hud ved fodselen / osteaktig, kvitt stoff som dekker huda til spedbarnet ved fodselen

--- 144 to 349

### xxx3 Tasks

1 After reading

Looking back over the list of images or stereotypes about Australia that you made before reading this, did you find any of them in this story? How did the story add to your knowledge of Australia? What new images will you take with you after reading it?

2 Discussion

Work in pairs:

a. Mixed feelings: By the end of the story the young couple have a strong relationship with their neighbours, but it is not without its moments of irritation. Sum up the pleasant and the irritating sides of this relationship.

b. The author has not given names to the characters in the story. What effect does this omission have?

c+. (Challenging task) This is a story about intercultural communication. How does the author hint at different cultural values and expectations when describing the couple and their neighbours?

d+. (Challenging task) Why did the couple feel "superior and proud" when their parents came? Can you relate this to the term "cultural relativism" on page 102?

e+. (Challenging task) If this story were moved to Norway, where would you have located it and what groups would take part as the neighbours?

--- 145 to 349

3 Writing

Choose one task:

a. Write a description of the young couple from the perspective of one of the neighbours. Call it "My new neighbours".

b+. (Challenging task) You are a reporter for the local newspaper. Write a feature article using the multicultural neighbourhood in this story as an example of modern Australia. (See page 344 for feature article.) You can contrast it with earlier stereotypes of Australia, if you like.

4 Vocabulary

What are the verb forms of these nouns from the short story?

gaze – advice – migrant – development – relation – sojourner – disapproval – labour

5 Working with statistics

Look at the bar graph below:

a. Does any ancestry group have a majority in Australia?

b. Which group is the largest? Which is the smallest of the Top Ten?

c+. (Challenging task) Compare this graph with the ones on page 110 (UK and US). Which of the two does it most closely resemble?

d+. (Challenging task) Write a brief summary of the information you can get out of the graph.

6 Analysis (Challenging task)

a. Read through the following excerpt from a speech held by Chris Bowen, Australian Minister for Immigration, in 2011. Try to restate the points Mr. Bowen makes in simpler language:

Australian governments do not defend cultural practices and ideas inconsistent with our values of democracy, justice, equality and tolerance. Nor should we. However, it seems to me, if you accept the benefits of a diverse population, you then have a choice: do you respect, embrace and welcome the cultures of those you have invited to make Australia home or do you shun them?

Multiculturalism is about inviting every individual member of society to be everything they can be and supporting each new arrival in overcoming whatever obstacles they face as they adjust to a new country and society and allowing them to flourish as individuals.

b. Compare your results to those of fellow classmates. Have you come to the same understanding? What can you conclude about the way politicians sometimes express themselves?

7 Quick Research

Choose one task:

a. From what country did most immigrants come to Australia last year?

b. What part of Australia has the greatest concentration of immigrants and children of immigrants (First and second generation)?

--- 146 to 349

## xxx2 Writing course 3: Writing paragraphs

We have said that good writing is made up of good sentences. Going a step further, we can also say that a good text consists of good sentences that work together well. Of course, there are no "rules" about how to make them do this. But there are a limited number of tools available for turning a string of sentences into a text. One of them is layout.

### xxx3 What is a paragraph?

We can often see what sort of a text we are dealing with without actually reading it. If you leaf through a newspaper, for example, you will usually be able to see at a glance the difference between news reports, feature articles, editorial comment and advertisements. Each of these genres has its own characteristic layout, involving use (or non-use) of pictures, headlines and sub-headings, and the way the writing is divided up. This last element is useful in all forms of writing. Even in ancient times writers felt it necessary to write a short pen stroke in the margin to signal where the breaks in a text were. This stroke was called a "paragraphos".

Today, we mark a paragraph by starting on a new line (usually with an indentation [innrykk]), or by leaving a blank line. Paragraphs are used very differently in different texts. In a tabloid newspaper report, for example, paragraphs are usually very short, sometimes no more than one sentence. The aim is to be brief, to focus on the essentials and to keep the reader's attention. When you are telling a story, whether it's a fairy story, a joke or a novel, the paragraphs will have to be placed in a way that supports the development of the narrative. New events or changes of setting will require new paragraphs.

In the following we are going to concentrate on the use of paragraphs in texts like essays, articles and reports - the sort of texts you often have to write in your English course, and, indeed, in all your studies both at upper secondary school and afterwards. In such texts, paragraphs are vital. They tell the reader how a text is structured, what hangs together with what. Reading a text without paragraphs is hard work; it is difficult to know where one idea finishes and another starts. Reading a text with too many paragraphs (i.e. too many empty or half-empty lines) is no better; it just seems a mess.

### xxx3 Topic sentence

The golden rule of paragraph writing in essays is that each paragraph should contain only one main idea. Very often this main idea is formulated in one of the sentences in the paragraph. We call this the topic sentence. Usually, but not always, it is the first one. The other sentences in the paragraph are subordinate (under-ordnet/underordna) to the topic sentence. Here is an example:

--- 147 to 349

The image of India has changed. Now the country is known for its brainpower -for millions of talented engineering, business and medical graduates. The enormous population of one billion is seen as a resource rather than a burden. There is also a new attitude to poverty among Indians. Members of the new, successful generation feel that there is real hope of ending poverty through economic growth.

The topic sentence here is the first one - The image of India has changed. We could rewrite the paragraph slightly and place the topic sentence at the end:

The country is now known for its brainpower -for millions of talented engineering, business and medical graduates. The enormous population of one billion is seen as a resource rather than a burden. There is also a new attitude to poverty among Indians. Members of the new, successful generation feel that there is real hope of ending poverty through economic growth. There is no doubt about it - the image of India has changed.

The effect is slightly different. Here the topic sentence sums up and draws a conclusion from the information given before it. But essentially the paragraphs work in the same way; one sentence expresses the main point and the others back up that point.

--- 148 to 349

### xxx3 Supporting sentences

So the other sentences in a paragraph, while they are subordinated to the topic sentence, are far from unnecessary. We can call them supporting sentences, and their role is very important. In fact, for many students who have difficulty writing good texts, it is often the supporting sentences that are the problem. Such students may be good at finding main points, but find it a challenge to expand these points into a full essay or article. Either they end up writing texts that are too short, or else they fall for the temptation to write "waffle" (Norw. fyllkalk).

If we look at the paragraphs above, we can see that the supporting sentences are giving examples that support the idea in the topic sentence. This is a common function of supporting sentences. Other functions might be to explain, defend, define or discuss the point that the topic sentence is making. In a good paragraph, supporting sentences usually pull in more or less the same direction. If they do not, the focus becomes less clear. See what happens when we add a sentence that is doing the opposite of the others in the paragraph:

The image of India has changed. Now the country is known for its brainpower – for millions of talented engineering, business and medical graduates. The enormous population of one billion is seen as a resource rather than a burden. The birth-rate continues to rise at an alarming rate. There is also a new attitude to poverty among Indians. Members of the new, successful generation feel that there is real hope of ending poverty through economic growth.

The new sentence makes a valid point that could well have an important role to play in the text. However, it does not belong in this paragraph. While the others are giving positive examples of change, the new one points in the opposite direction and warns of dangers ahead. The result is a paragraph that lacks focus.

Let us look at another example: Is there a sentence here that seems out of place?

The unexploded bomb was located in a plastic bag near the entrance by police searching the area. The area was cordoned off and the general public held at a safe distance. Bomb disposal experts were called in, and at 16.13 pm the device was safely detonated. It made one hell of a bang. A police spokesman said that, although clearly the work of an amateur, the bomb would undoubtedly have caused injury or loss of life.

Here the problem is that one of the sentences is at odds with the others in terms of style. While most of the text is formal and neutral - the style of a serious newspaper report - the sentence It made one hell of a bang belongs in an informal, oral text. The result is odd - even comical.

--- 149 to 349

### xxx3 Tasks

1

Sit in pairs and read the paragraphs below. Find the topic sentence in each paragraph and discuss whether there are any sentences that you think do not belong. If so, what is it that makes you think this?

a. Buying a horse is not a decision to be taken lightly. Hay and feed pellets are expensive, and, if you are not lucky enough to have a stable of your own, you must allow for a monthly rent of around £300. Saddles, bridles and other equipment are notoriously expensive. Buying second-hand is often a good option. A horse needs daily exercise, so you can't just give it a miss one day because the weather is bad. For the same reason, holidays have to be carefully arranged beforehand.

b. In the early sixties an unknown band from Liverpool calling themselves the Beatles sent a demo of their songs to a leading record company. Ringo Starr had just replaced Pete Best as drummer. They were turned down on the grounds that "bands with guitars are on the way out". Only a few months later the Beatles were worth a fortune. With hindsight it is easy to laugh at the misjudgement of the unfortunate company, but the truth is that, in the world of pop culture, there is no way of knowing what tomorrow's trends will be.

c. In these days of the car and the jet-plane, we tend to take travel for granted. We race through the countryside in high-speed trains, we fly over oceans - without even bothering to look out of the window. That is, if you are lucky enough to find a seat, because trains are pretty full these days. It has not always been like this. A hundred years ago, for example, a trip to a neighbouring town was a major event and it was quite common for people to live their lives without setting foot outside their home area.

d. New Orleans: The city that never sleeps, the city where both the saints and the sinners come marching in. The Big Easy. The Crescent City. The cradle of jazz. A city born in the alligator swamps, now with its head in the sky. It has a population of 1,200,000.

e. It is not company policy to offer cash refunds for package tours except in extreme cases. Many of the complaints you have made concern matters for which Saturn Travel Inc. has no responsibility: for example, the weather and the behaviour of the local population. As for your criticisms of the accommodation itself, I can only say that your description is an exaggeration. In fact, I've never heard such a lot of crap in my life. Therefore I must inform you that your demand for an immediate refund of your holiday expenses is quite out of the question.

2

Having found the topic sentence in each paragraph, and the sentence that does not belong, define what it is that the other sentences in the paragraph are doing.

3+ (Challenging task)

Below are a number of topic sentences taken from paragraphs. In brackets after each of them is a hint about what the supporting sentences in each paragraph are doing. Recreate the paragraphs! Remember that you can experiment with giving the topic sentences different positions in the paragraphs.

a. Although spoken by hundreds of millions of people, Chinese is still relatively insignificant as a global language. (explanation)

b. As a tourist destination it is hard to beat Australia for pure variety. (exemplification)

c. Long after the fall of the Roman Empire, Latin continued to be important as a lingua franca. (definition)

d. I believe it makes no/perfect (choose!) sense to allow 16-year-olds to vote. (defence)

--- 150 to 349

## xxx2 Language course 3: Formal and informal language

A key aspect to consider when analysing a text is whether it is formal or informal.

We use informal langauge with people we know well, and in relaxed, friendly situations, like communicating with friends on Facebook, twittering, and writing post cards and letters to friends and relatives. This is an informal text written by Ida to her friend Sandra in London:

I'm looking forward to coming to London to see you. It's gonna be a blast! Can't wait.

This text uses informal expressions like "blast". Contractions are used: I'm, it's, cant. Simple and common words are used. Ida even uses a slang word, "gonna", instead of "going to". "Can't wait" expresses Ida's excitement and anticipation, but it is not a complete sentence. In this context, it does not have to be a complete sentence, as not only is it understood by the intended reader, but its abbreviated form intensifies the feeling of excitement. In the most informal settings and genres, spelling, punctuation and grammar rules are not seen to be that important.

However, many contexts require a more formal English, for example texts that are going to be published (articles, letters to the editor, public notices, announcements), reports, inquiries to people we don't know, personal statements for college and job applications, letters of application, school essays and so on.

A formal text will also probably use more difficult words, words will be written in full (no abbreviations and contractions), and the text will likely have more complex sentences (see p. 30) and may have more passive constructions (see p. 34) than an informal text. Safety instructions are an example of formal texts that make use of the passive voice. This type of text also often uses imperative verbs. The imperative is the form of the verb that is used without a subject. It is used when giving commands (e.g. stand up, shut up).

Pull the lifejacket over your head and tie it around your waist. Air is added by blowing in the mouthpiece on the shoulder of the jacket.

--- 151 to 349

When you want to make a good impression on a prospective employer, or an academic institution you have applied to, you should write more formally. So if in a letter to the Director of Studies at Bambridge College Ida had written:

I'm looking forward to coming to London to start studying. It's gonna be a blast! Can't wait -

the Director of Studies might be a little put off.

It would be better if she wrote:

I am looking forward to coming to London to pursue my education at your college. It will be a new experience for me and I can hardly wait to get started.

### xxx3 Looking further into formal and informal texts

1) A formal text may use more abstract nouns (e.g. history, love, interest, society):

The book requires further revision.

Whereas a corresponding informal text will replace the abstract noun:

The author should revise the book.

2) A formal text will use the passive voice more:

Tenants were given three days' notice.

Whereas informal texts will use the active voice more:

The landlord gave the tenants three days' notice.

3) A formal text will likely use more verbal nouns, i.e. nouns that are made out of verbs:

Inspectors made a recommendation that...

Whereas an informal text will use verbs more than verbal nouns:

Inspectors recommended that...

4) A formal text will likely use more non-finite constructions (the -ing participle, see p. 90):

Having been to London, I find Halden rather dull.

Whereas an informal text will make greater use of finite constructions:

I have been to London, so I find Halden rather dull.

5) A formal text will likely use more words of Latin/French origin:

Implementation will be initiated with immediate effect.

Whereas an informal text will use more words of a Germanic/Anglo-Saxon origin:

We are going to do this straight away.

--- 152 to 349

Examples of Germanic versus Latin/French words:

|  |  |
| --- | --- |
| Germanic | Latin/French |
| hard-working | diligent |
| a tool | an implement |
| need | require |
| a hearty welcome | a cordial reception |

The greater the number of words of Latin/French origin, the heavier the text:

The inclement climatic conditions obliged the President to return earlier than scheduled, (formal, stilted)

The president was obliged to return earlier than planned due to poor weather conditions. (formal, clear)

The president had to go back sooner than he'd planned because the weather was so bad. (informal)

6) Use of personal pronouns:

Formal texts, especially ones from the authorities, will not normally use the first person pronoun ("I"). For example, if a police officer would like you to come down to his office for a little chat about your last Friday night in the town, he would probably not write the rather direct, and personal:

I would like you to come down to the police station so I can ask you a few questions.

He would probably write something more like this, in a more indirect tone (using the passive voice):

You are asked to come into the police station at your convenience so this matter can be pursued in more detail.

### xxx3 Tasks

1

Here are five sentences from a letter of application. Explain what makes them informal. Rewrite them so they are more formal and write an explanation on what you have done.

a. I'm writing to you coz you guys had an ad in the paper about jobs at your plant.

b. I'm done with school.

c. I can come in and see you if you want.

d. I ain't got much experience but I can learn real quick.

e. You got any questions just call.

2

Make the following sentence clearer by making the verbs active rather than passive:

We have been asked by your examiners to obtain your written confirmation that all their required tasks have been completed by yourself.

3

Simplify the following sentences, looking especially at the underlined passages:

I am in receipt of information from the citizens' advice bureau, which I believe is acting on your behalf, with regard to matters appertaining to your benefit claim. Will you please furnish the bureau with particulars of your savings.

4+ (Challenging task)

Which words could be changed to make the sentences below clearer?

a. The ready availability of computer-based tutorials associated with applications software has become prevalent since the development of Microsoft Windows.

b. We are now in a position to make you an offer of employment on a part-time basis.

--- 153 to 349

c. Do be sure to give sufficient consideration to the matter before taking action on the issue.

d. The new tower block will certainly be detrimental to the visual amenities of the surrounding district.

5+ (Challenging task)

Trond Johnsen has to write a formal personal statement for his application to an American university. He needs some help. Here are two of his paragraphs. We make suggestions for the first one, you do the second one.

My name is Trond Johnsen. I'm 18 years old. I'm a student. This year I'm attending upper secondary school in Norway. I want to study languages at university. That's why I'm applying to your institution. My grades are good (5 and 6 in the Norwegian system). I'm hard working and like school.

New version:

My name is Trond Johnsen. I am an 18-year-old-student attending upper secondary school in Norway this year. Due to my wish to study languages at university, I am applying to your institution. My grades are excellent (5 and 6 in the Norwegian system). You will find that I am hard working and enjoy studying.

Comment:

Trond uses too many simple sentences and too much repetition of the personal pronoun "I". The contraction "I'm" should be written out in full: "I am". The adjective good describing the grades 5 and 6 could have been stronger. These are excellent grades, so use that adjective instead. We have also changed some of the words. School has been replaced with studying as he is applying for university, which is at a higher level than "school".

Now help Trond with the second paragraph. Write an explanation of the changes you have made.

My personal interests. I like to read, I play the piano and I like to swim. I'm considerate of others and I'm interested in learning about other cultures. I like to meet people from other cultures. Sports. I like football, rugby and floor hockey. Have in fact played for a championship team in floor hockey. I'm really a friendly guy. I get along with just about everybody.

6+ (Challenging task)

The texts below can be placed in one of the categories formal, moderately formal or informal. State which category you would place each text under and give your reasons by referring to issues of language and style.

a. Hearing protection must be used in areas where this is required and indicated by safety signs. Hearing protection is recommended in the plant area. Ear plug dispensers are placed in several locations in the plant.

b. Bit disappointed with Saturday's game. Can't see why we lost. Crapola!!!!!!

c. The appeal must be signed by the applicant, or the person representing the applicant. The appeal should contain a reason for why the decision is being appealed and which changes the applicant wishes to be made, cf. section 32 of the Public Administration Act.

d. It appears that in a number of instances jobs were assigned on the basis of gender. Given the current anti-discrimination laws, this raises serious concerns.

e. I've seen my client and I want to talk about what we can do for her.

--- 154 to 349

f. Safety at the workplace does not only depend on the technical quality of facilities and equipment, but also on employee training and the strength of our corporate health, environment and safety culture. Everyone in the plant area is responsible for complying with the company's procedures and directives dealing with health, environment and safety.

g. I wanna fly to London for the Coldplay concert, it's gonna rock.

h. Would you mind rephrasing the question? I didn't quite understand it.

i. I found myself in the precarious situation where I was literally exhausted. I espied a hotel with an elegant marquee. I immediately entered and requested assistance in acquiring a room, by which I mean I enquired if there was a room available. The hotel clerk asked if I minded a room facing the street, to which I replied: "I live near an airport and passing planes can be heard night and day." I was assigned a room and to complete the transaction, I extracted my wallet from my pocket. It was made by my grandmother.

j. The social worker examined the client's history to establish which interventions had previously been implemented.

k. Emanuel Vigeland's mausoleum is situated at Slemdal in Oslo, and his urn stands above the low door, right where he wanted it placed. Inside he created a room with incredibly powerful acoustics, where the walls and ceiling are decorated with his grand work "Vita" covering an incredible 800 square metres.

l. I would like to be considered for the job, and I'm open to working any shift.

m. I'm pretty keen on the job listed at the local food mart. I've put a copy of my personal info in the envelope. I have been looking for a job for ages so I'm really tickled pink that I found your advert.

n. We won!!: -D:-D The Yankees was done like a dinner!!

o. Sushi is a Japanese dish of cold cooked rice shaped in small cakes and topped or wrapped with other ingredients (such as pieces of raw fish).

7+ (Challenging task)

Read the first two paragraphs under "The future of multiculturalism" on page 122. Point out language features that make this a formal text.

--- 155 to 349

# xxx1 Chapter 4: A World in Transition – International English and Global Challenges

Competence aims in focus:

The aims of the studies are to enable pupils to

-- elaborate on and discuss a number of international and global challenges

-- give an account of fundamental principles for constructing texts in a variety of genres

-- write coherent, well-structured texts on general, specialized and literary subjects

-- analyse linguistic tools in different kinds of texts

-- present a major in-depth project on a topic from International English or another subject from their own programme area and assess the process

(Translation: udir.no)

--- 156 to 349

Before reading: What do you think will be the three greatest challenges the world will have to face in the 21st century? Compare your choices with a partner's. Do you have any in common?

## xxx2 Introduction: Possibilities and Problems

Are you happy with your life? Do you expect it to improve as you grow older? Will the English you are learning now contribute to your prosperity when you begin to work? Increasingly these questions are tied to the fate of developments on the global level. Like it or not, no country is now outside of the reach of world-wide forces changing our lives and our opportunities - and fluency in English will be vital to being part of the process.

In the following chapter we will be examining some of the many challenges we are facing at the beginning of the 21st century. There can be no doubt that globalization has opened wonderful new possibilities to us all. Equally, however, it has created great problems.

We will begin with a review of the pace and breadth of economic globalization up to the present day. Though this is primarily a story of success, recently there have been serious failures in the worldwide free market economy. We will take a look at both sides of the issue and examine the reactions of individuals.

On the other hand, globalization has given people new tools to help one another across borders that once separated us. We shall see how nongovernment organizations (NGOs) take on a range of global issues, providing a platform through which individuals can make their mark. New channels of international communication now allow - indeed, encourage - individuals to reach out to one another. Globalization has also led to increasing numbers of people moving across borders both voluntarily and involuntarily.

Perhaps the greatest global challenge of the 21st century is posed by the increasing mixture of cultures and peoples brought together by globalization itself. In this process international English will play a vital role by providing a common tongue which can be used to build bridges between these disparate groups. Hopefully this will help secure a stable future for us all.

### xxx3 Glossary

Glossary page 156

prosperity: medgang, framgang

increasingly: i økende grad / i aukande grad

fate: skjebne

fluency: språkbeherskelse/ språkmeistring

pace: tempo, takt

primarily: først og fremst

failure: sammenbrudd, fiasko, svikt / samanbrot, fiasko, svikt

involuntarily: ufrivillig

to pose: her: å utgjøre / å utgjere

common tongue: felles språk

disparate: ulik

--- 157 to 349

### xxx3 Tasks

1 Choices

Answer the following questions. Then form groups of four and be prepared to explain your answers to your fellow group members.

a. If there was one needy group in the world to which you could give a million dollars, which would it be?

b. If you could choose a job that would entail traveling around the world, what would it be?

2 Discussion

Consider the following questions individually and make notes. Then join 2-3 classmates and discuss.

a. What is the most obvious example of globalization in your everyday life?

b+. (Challenging task) "Globalization threatens cultures around the world." Do you agree or disagree with this statement? Give reasons for your opinion.

c+. (Challenging task) Norway is a very small country. Does it have any impact at all on the global level? If so, in what way?

3 Vocabulary

Find words in the text that match these definitions:

-- wealth and success

-- spanning the earth

-- an ongoing development

-- lack of success

-- for the most part

4 Quick Research

a. Has the global economic recession ended? What do the experts say?

b+. (Challenging task) Go to access.cappelendamm.no where you will Find the most recent statistics for global unemployment. Then answer these questions:

-- In which region do most unemployed people live?

-- Where is youth unemployment highest?

-- Where do most of the Working Poor live?

-- Which regions have both high youth unemployment and a large number of Working Poor?

Bildetekst: Six of half a million babies born around the world October 313011 that pushed the global population to the milestone of seven billion, according to projections by the United Nations. The UN said this global milestone presents both an opportunity and a challenge for the planet. The babies are from (L-R, top to bottom) Venezuela, India, the Philippines, Russia, Georgia and the USA.

--- 158 to 349

Before reading: What have you heard about the global economic crisis that began in 2007 on Wall Street in New York City? Compare notes with the others in class.

## xxx2 Alternative Lifestyles

Do you feel strongly about political, social or environmental issues? Strongly enough to let it change your life? Or do you prefer to leave protest and commitment to others and get on with enjoying what life has to offer? You are now going to hear two people who have chosen to live their lives in accordance with their principles, outside mainstream society.

At the time of the interview Jenny, aged 24, is involved in the Occupy Wall Street protests in New York in 2011, while John, aged 62 from Britain, lives in a community dedicated to looking after people with disabilities. Take notes to help you understand the questions that follow.

### xxx3 Glossary

Glossary page 158

Jenny:

to harass: å trakassere

deception: lureri

consumption: forbruk

unsustainable: ikke bærekraftig, uholdbar / ikkje berekraftig, uhaldbar

to adapt: å tilpasse seg

John:

fragile: sårbar

self-sufficiency: selvforsyning/sjølvforsyning

to downsize: å skjære ned på / å skjere ned på

agriculture: jordbruk

suburbia: drabantby(livet)

community: samfunn

learning disability: lærevansker/lærevanskar

handicraft: håndverk/handverk

board and lodging: kost og losji

--- 159 to 349

### xxx3 Tasks

1 Overview

Sit in pairs. One of you presents the basic facts about Jenny; the other does the same with John. Talk about "your" person for no longer than 30 seconds.

2 Details

In the same pairs, go through the following questions together. Listen to the text again if necessary.

a. Where is Jenny living, and why?

b. Why doesn't Jenny want to get involved in mainstream politics?

c. What change does Jenny think is necessary?

d. What state is "the system" in, according to Jenny?

e. What does history teach us about social change, according to Jenny?

f. In what way were the 1960s different for John than most people?

g. What was it that finally inspired John to make a lifestyle choice?

h. What went wrong with their first attempt at living according to this choice?

i. What is the purpose of Camphill villages?

j. Why isn't Camphill the place for the career-minded?

3 Discussion

Discuss in small groups:

a. What is your reaction to the lifestyle choices that Jenny and John have chosen?

b+. (Challenging task) John wants to change the world through the force of example, while Jenny wants to change it through protest. Which of these methods do you think is most effective, and why?

c+. (Challenging task) John and Jenny have chosen to live according to principles they believe are important. Do you have any principles that are important to you? If so, how do you think they will affect the way you live your life?

4 Writing

Think of someone - alive or dead, famous or non-famous - whom you admire, either for the views they have or for the way they live. Write a text like the one you have listened to in which this person explains what he/she believes and why he/she has chosen to live his/her life in this way.

5 Vocabulary

Read about abstact nouns on p. 151.

Here are some of the nouns used by Jenny and John in the interviews. Sort them into categories: abstract and concrete nouns.

power - justice - truth - tent - police - revolution – party - petrol – car - poverty - banker – unemployment - principle – respect - idea - cottage - success - problem – career

6 Quick Research

Choose one task:

a. Find out more about "carbon footprints".

b. Find out more about the Camphill movement.

--- 160 to 349

Before reading: What impact does the global economy have on you? For example, on the clothes you wear, the food you eat, your transportation, communication, entertainment, vacations, etc? Make a list of ways you are affected personally.

## xxx2 Focus: The Impact of Globalization

In the most general sense globalization describes the way the world is becoming increasingly interconnected through new forms of communication, technology and trade. This has been going on for centuries, of course, but recently the pace has picked up. Free market capitalism has become the dominant economic model in the world. At its heart are powerful international corporations, some larger than the nations in which they do business. These corporations are in constant competition with one another to expand into new markets and increase their profits. They belong to no nation or region and are not controlled by any international authority. They rely on a set of international organizations like the World Trade Organization (WTO), the International Monetary Fund (IMF) and the World Bank to smooth the way for their international business. This system is what most people are referring to when they speak of globalization.

It has shown itself to be an extremely productive system. Certainly it has had a terrific impact on the world. Brand names like Toyota, Nike, Kellogg, Apple, Shell, DreamWorks and Sony are now recognized everywhere. Inventions created and spread within this system - cable and satellite TV, personal computers, the internet, smartphones, social media - have tied the world ever closer together. Great wealth has been created. By the start of the 21st century, many earlier hostile nations like China, Russia and eastern European countries had joined this system of international trade, which appeared to offer never-ending economic growth. The "consumer economy" that was first established in the United States had gone worldwide.

But not everyone has been convinced this is a good thing.

### xxx3 The anti-globalization debate

Globalization has set off hostile reactions among many people around the world. They are often loosely referred to as the "anti-globalization movement". This is misleading, however. They are not against bringing the peoples of the world closer together.

--- 162 to 349

Quite the opposite. They work very hard to unite people from all over the world to oppose the effects of an international economic system they dislike. Exactly what they are afraid of differs from group to group. What unites them is a conviction that the world is on the wrong path to globalization. That's why some would prefer to be called the "alter-globalization" movement.

Here are some of the fears held by anti-globalization critics:

-- that globalization requires unending economic growth which destroys the environment and uses up limited resources like oil

-- that the WTO, IMF and World Bank make the poor pay for the mistakes of rich corporations

-- that globalization increases the gap between the rich and the poor - both within nations and between them

Defenders of globalization reply with their own points. If the international trading system has caused such damage, they say, how can the following statistics be explained?

-- Life expectancy in the developing world has doubled since World War Two.

-- In 1960, 56% of the world's population lived on less than 2200 calories of food per day. Today this is the case for only 10% of the world's population.

Spot check

a. What is at the heart of free market capitalism?

b. What is the function of the WTO, the IMF and the World Bank?

c. What is the "anti-globalization movement?

d. What does the "antiglobalization" movement fear?

### xxx3 The Great Recession

At the end of the first decade of the 21st century the anti-globalization forces gained popularity when the global economy suffered a sharp decline. Some called this the "Great Recession," referring to the Great Depression of the 1930s. Suddenly globalization showed itself from a very different side. Instead of wealth and growth, it was debt and recession that spread across the world. The crisis started with the collapse of the housing market in the USA, but quickly spread to Europe. Governments on both sides of the Atlantic used hundreds of billions of their taxpayers' dollars and euros to shore up their banks and stimulate their economies. At the same time, they cut back on public jobs and programs to balance their budgets.

This set off protests around the world. In Greece people rioted, opposing cutbacks in jobs and state benefits. Protests swept through Italy, Britain and Spain. Everywhere people asked themselves why common people like themselves had to do with less in order to pay for the mistakes of the rich banks and corporations which they felt had caused the crisis. Many were angry and scared.

Margtekst: See the article "Where Did All the Money Go?" on our website for more about the causes and effects of the global economic crisis.

--- 163 to 349

### xxx3 Occupy Wall Street

Nowhere was this more apparent than in the "Occupy Wall Street" protests that started in New York in September 2011 and soon spread across the country and the world. Like the anti-globalization movement in general, they were not one group with one solution. But they all believed that the big banks and corporations were responsible for the recession and the misery it had caused. As one of them put it, "I think a good deal of the bankers should be in jail."

They were also protesting the gap between rich and poor, which had been growing in the US for thirty years. They referred to themselves as "the 99%" in contrast to the richest 1% who got almost 1/4 of all income every year. Making use of social media and digital channels of communication, they spread their message and their stories throughout the country.

Spot check

a. Why did the anti-globalization forces gain support?

b. What were people protesting about in Greece, Britain, Italy and Spain?

c. What did the Occupy Wall Street protest movement believe?

d. Who are "the 99%?"

--- 164 to 349

xxx4 Uncertain Times

Pushpaben Kishorkumar Kapani, Ahmedabad, India

I followed my husband's trade and took up diamond polishing. My husband and I made good money. We have a daughter who is studying in the 4th Standard. She would be left under the care of our neighbours, while we were away at work.

Everything was going well and then ... all of a sudden, fate changed due to the financial crisis!!! Diamond work was very badly affected. My husband and I also lost our jobs. We became helpless. Life became very tough. At times - we were unable to get food for two days. Our daughter had to discontinue school as we could not afford school fees.

My husband started working in an iron factory. However, all his earnings were being spent on house rent and other domestic expenses. I took up embroidery work as I had some experience in it. But here, too, the earnings were not sufficient.

The financial crisis has made the situation of so many similar to that of ours. Being the eldest at my in-laws' place I have to take on a lot of responsibilities. I had never thought or expected to be in this situation!!!

A lot of questions enter my mind: "When will the factories open again? What is my daughter's future? What about her marriage?" These thoughts depress me. A big question in front of us is - "What work to do?" I do not know when the financial crisis will end - it is finishing us!!!

Tasks

a. Why might diamond polishers be particularly hard hit by the financial crisis?

b. What do you learn about education in India from this article?

c. Why do you suppose Pushpaben had to take on new responsibilities at her in-laws?

xxx4 Longer hours for less

Sabina Carlos, Lima, Peru

Sabina is a market vendor in Lima, Peru. She sells Creole food and fruit juices at a rented stall, which lacks a paved floor. She usually starts at 6 a.m., together with her daughter, who studies computer science in the evenings and hopes to obtain a stable job in the near future.

Before the economic crisis, Sabina worked nine hours per day; but during the crisis her work-days extended to 12 hours. The crisis has had a negative impact on her income, as she explains: "Last year I was making up to 20 soles per day. Nowadays, I am only making 10 soles." This is just enough to survive.

Sabina cannot count on any welfare benefits. She usually turns to traditional medicine for minor problems. If something severe happens, she could not afford treatment. More and more vendors compete with Sabina every month. She serves smaller helpings to cut costs. She also keeps the same price she used months ago in order to keep the caserns, her most loyal customers. On bad days, she adds a few hours of work at night, selling sweets on the street, where the income is not great and there are security risks, but it helps.

(Source for both texts: see p. 350.)

Tasks

a. Compare the ambitions of mother and daughter. How do they differ? What does this tell us about Peru?

b. How do working conditions for Sabina differ from a similar position in Norway ?

c. How does Sabina try to "meet the demands of the market;" that is, manage to sell enough of her product?

--- 165 to 349

### xxx3 Global impact - mixed messages

From the West, the recession rippled out to the rest of the world. In underdeveloped countries tens of millions who had only recently been able to pull themselves out of poverty because of previous global growth now found themselves pushed down again. In poor countries like Peru the effects were clear and hard, as in the case of Sabina Carlos on page 164. In developing countries like India the effects were mixed. On the one hand, the country as a whole continued to grow, fuelled by an enormous internal market. On the other, many millions of individuals felt the pinch of hard times.

Nonetheless, the countries referred to as "BRIC" (Brazil, Russia, India, China) continued to grow. Unlike the anti-globalization movement, they did not fear the international free market economy. On the contrary, they wanted to get it up and running again. Together these countries were gradually moving the center of the global free market economy away from North America and Europe and towards the East and South. The last thing they wanted to see was an end to the system that had made them richer and more powerful over the previous 30 years.

### xxx3 A silver lining?

Meantime, while the global economy continued to bump along at the bottom of the curve, there were some who viewed this with a certain satisfaction.

--- 166 to 349

Environmentalists could comfort themselves that fewer scarce resources were being used up and that carbon emissions were reduced because fewer factories were spewing out smoke. Groups like Voluntary Simplicity could take heart in the failures of the global economy. They had been urging people to drop out of the consumer society for decades because they found it wasteful and destructive. In their view most jobs are created locally by local small businesses, not by the transnational corporate giants that had now shown their weakness.

In general, the global economic downturn gave those skeptical of the consumer economy an opportunity to show the superiority of alternative ways of living. These are ways which are not dependent on constant growth, but which seek to live in harmony with the environment and define wealth and well-being as something more than owning new consumer goods.

Here is how one member of the Voluntary Simplicity movement put it:

Choosing Simplicity

So what does simplifying your life really mean? Personally, I don't think it means to empty your life down to the barest minimums just for the principle of the thing. To me, simplifying your life means getting rid of anything that is a drain on your time, energy and soul while giving nothing back in the way of enjoyment, contentment or peace. Use this idea as your guide when deciding what things (if any) should be gotten rid of. It helps to remember that simplification ... is a tool as well as a goal. The ultimate aim is not to just make your life simple, the goal is to make your life balanced, happy and fulfilled. (Source: see p. 350.)

### xxx3 The future

The debate will continue. There is still great inequality in the world, just as the anti-globalization forces claim. The richest 20% of the world's population get 75% of the world's income, compared to 5% for the poorest 40%. How we can do a better job of creating and dividing that wealth will remain at the heart of the issue. For those who believe that international economic trade and competition is the best way to produce the most wealth and happiness for the most people, the global free market economy will remain the standard model, whatever its faults. For those who fear the consequences of the uncontrolled growth of the consumer economy, globalization will remain a threat.

Spot check

a. How did the recession affect poor people?

b. Why did India continue to grow?

c. What does "Bric" stand for?

d. What percentage of the world's income do the poorest 40% have?

--- 167 to 349

Glossary page 164

fate: skjebne

due to: på grunn av

school fees: skolepenger/ skolepengar

domestic: husholdnings-, hjemlig / hushalds-, heimleg

in-laws: svigerforeldre

market vendor: markedsselger/marknadsseljar

stall: markedsbod/marknadsbu

sol: myntenhet i Peru / mynteining i Peru

welfare benefit: velferdsytelse/velferdsyting

severe: alvorlig/alvorleg

xxx4 Competition creates cars

By Nick Bunkley, The New York Times, January 19, 2012

Detroit — After three years of settling for second place, General Motors reclaimed its title as the world's largest automaker in 2011, a year when its sales grew in every region of the globe while Toyota sales were hampered by major natural disasters.

G.M. said Thursday that it sold 9,025,942 vehicles last year, 7.6 percent more than in 2010. Its closest competitor was Volkswagen, whose sales grew 14 percent to 8.156 million, with Toyota falling to third place.

Toyota has not released final sales results for the year but last month it estimated that sales totaled 7.9 million vehicles, a 6 percent drop. Toyota only recently was able to return production to normal levels after the earthquake and tsunami in Japan in March 2011 caused major disruptions and parts shortages.

The industry's sales crown means little beyond bragging rights. But G.M.'s ability to climb back on top, only two years removed from its government rescue and bankruptcy is certain to bolster morale. G.M. was the world's largest automaker for more than 70 years before Toyota surpassed it in 2008.

"I want to win in the marketplace, but I want to win against a healthy and vibrant Toyota and Honda," G.M.'s chief executive, Daniel F. Akerson, said in an interview last year. "Next year, we'll put the gloves back on, and I'm sure they'll go right back at us and we'll go back at them."

G.M., whose sales figures include its joint ventures in China, will need to continue increasing its sales to stay on top in the years ahead.

(Source: see p. 350.)

Tasks

a. What combination of factors allowed G.M. to overtake Toyota as the world's largest producer of cars?

b. What evidence of a global market place for cars can you find in this article?

c. To stay on top G.M. (and any other automaker) must "continue increasing its sales". Is it a good thing that cars are being made by the millions? What arguments might there be opposing such a development? (PS - Do you want a car when you get a job?)

### xxx3 Glossary

Glossary page 160

impact: innflytelse/innverknad

to affect: å påvirke / å påverke

interconnected: forbundet med hverandre / samankopla

trade: handel

corporation: selskap

to rely on: å stole på

to smooth: å jevne / å jamne

brand name: varemerke

consumer economy: forbrukerøkonomi/ forbrukarøkonomi

Glossary page 162

to oppose: å gjøre motstand mot / å gjere motstand mot

to alter: å forandre

defender: forsvarer/forsvarar

life expectancy: antatt levealder / pårekna levealder

recession: tilbakegang, tilbakeslag (øk.)

decline: nedgang

debt: gjeld

to shore up: å støtte opp

Glossary page 163

apparent: tydelig/tydeleg

misery: fortvilelse/fortviling

income: inntekt

Glossary page 165

to ripple out: å spre seg / å spreie seg

previous: tidligere/tidlegare

fuelled by: drevet av / driven av

every cloud has a silver lining: bak skyene er himmelen alltid blå

Glossary page 166

scarce resources: knappe ressurser / knappe ressursar

emission: utslipp, utstråling / utslepp, utstråling

to take heart: å fatte mot

to urge: å prove å overtale

superiority: overlegenhet/ overlegenheit

to be a drain on: å frata, å berøve / å ta ifrå

contentment: tilfredshet/ tilfredsheit

fulfilled: meningsfullt/meiningsfullt

threat: trussel

Glossary page 167

to reclaim: å ta tilbake

hampered: hemmet/hemma

disruption: sammenbrudd, forstyrrelse / samanbrot, skipling

bragging rights: rett til å skryte

to bolster morale: å styrke selvtilliten / å styrke sjølvtilliten

to surpass: å overgå, å gå forbi

joint venture: fellesforetagende/fellesføretak

--- 168 to 349

### xxx3 Tasks

1 After Reading

Look over the list you made before reading. Discuss which of these you would be willing to give up or cut down on to, for example, avoid damaging the environment. Do you think such personal actions or protests can have an effect on the global consumer economy? How?

2 Main Content

Make a topic sentence (see page 146) for each of the headings in the article, beginning with "The antiglobalization debate."

3 Discussion

Consider the following questions individually, then form groups of three and compare answers.

a. What do you think are the five best known international brand names in Norway? What kinds of products do these brands make?

b. Is there anything wrong with being rich? Why shouldn't people who work hard and are successful in business have the right to keep the profits of their labor? Aren't the "99%" just envious?

c. Has the global economic recession had an effect on your local community? Do you know of any businesses or activities that suffered because of bad times?

d+. (Challenging task) The global free market economy has made Norway richer over the past decades. Do you think it will continue to do so? Do you think your children will enjoy as high a standard of living as you do? Explain your opinion.

e+. (Challenging task) Do you share any of the fears of the antiglobalization movement? What do you think can be done to change what they fear?

4 Vocabulary: Quiz

Individually:

a. Find 10-15 words in the text that you did not know the meaning of before reading it.

b. Write a brief explanation in English for each word. (Use an English-English dictionary if necessary.) For example:

Dominant - most important

c+. (Challenging task) Exchange explanations with a partner. Try to guess from the text which word your partner is explaining.

5 Art and Politics: Posters

a. Take a look at the Occupy Wall Street poster on the next page. Why is it so striking? What message do you think the images in it are trying to convey?

b+. (Challenging task) Make your own "I am the 99%" poster. You can either do it on the basis of your personal opinions or you can make a fictional poster. Then make groups of four and compare posters.

6 Analysis

a. "Uncertain Times" is written from a first person perspective while "Longer Hours for Less" (both on p. 164) is written from a third person perspective. Re-write either "Uncertain Times" from the third person perspective or "Longer Hours for Less" from the first person perspective. See p. 278 for help.

b+. (Challenging task) Write a short text commenting on the changes you made to your text and what effect they have. Consider such aspects as objectivity (p. 202), tone (p. 260) and language features.

--- 169 to 349

7 Writing

Choose one task:

a. Look at the pictures of "The 99%" at access. cappelendamm.no. Choose one and write a short story based on the information in the poster being held up. Use your imagination. You can give your choice a name, a background, explain how they got involved, etc. If you wish, you can use the first person perspective (see page 278) and let them tell their story first hand.

b+. (Challenging task) Discussion question 3b above asked the following question: "Why shouldn't people who work hard and are successful in business have the right to keep the profits of their labor?" Write a persuasive essay and use this question as your point of departure. See page 254 for more about the persuasive essay.

8 Quick Research

Choose one task:

a. Is the "We Are the 99%" website still up and running? If so, how many entries are there for this month? Pick out three and present them to the class. If not, find out when it ended and what - if anything - has replaced it.

b. What is the opposite of a "bull market"? Where do these names come from?

c. Find the article "Where Did All the Money Go?" on our website. Write a summary of the main points of the article.

We the 99% Suffer for the Profit

--- 170 to 349

Before reading: The term "global village" was first used by Canadian Tilly Willis "Sisters" media expert Marshall McLuhan in the 1960s. It was a prediction about how modern communications would affect the world (see "The Digital Revolution", page 55). Below you will find the term picked up and returned with a very different spin on it from the Nigerian poet, Yusuf M. Adamu.

## xxx2 Global Village

by Yusuf M. Adamu (Nigeria)

Though we are all human

we are made to be different

by forces beyond our clout

Yet they want to remake us

in a new image of their choice

in a village too big to be safe

The world they now call

a single village in the globe

with a big brother to match

As long as we are second class

within that large village fashioned

we would be subjected to

someone's standards

someone's culture

someone's technology

someone's understanding

someone's world view

someone's theories and concepts

They try hard in harder ways

to make us part of that village

but we know we are different

and shall strive to live outside

that fashioned unsafe village

--- 171 to 349

### xxx3 Glossary

Glossary page 170

prediction: spådom

clout: innflytelse/innverknad

fashioned: formet/forma

to be subjected to: å være underlagt / å vere underlagd

to strive: å kjempe, å streve

--- 172 to 349

### xxx3 Tasks

1 Discussion

a. Sum up what you believe the poet thinks about the "global village" in one sentence. Make groups of three and compare your sentences.

b. The poet writes, "They try hard in harder ways / to make us part of that village." Who are "they" and what are the "ways" they are using?

c. Why, do you think, does the poet refer to the global village as "a village too big to be safe"? What is the threat?

d+. (Challenging task) At the end the poet says we "shall strive to live outside that fashioned unsafe village." How can that be done, if at all?

2 Analyzing the Poem

a. How does the poet use repetition of words and phrases in this poem? What effect does this have on the message the poet is trying to convey? (See page 260 for repetition.)

b+. (Challenging task) The poet uses the phrase "with a big brother to match." What is the connotation of this phrase in the poem (see page 203 for connotation)? Who is the "big brother" to whom the poet is referring, do you think?

--- 173 to 349

Before reading: Are you a member of any organizations? This would include any within sports, school, politics, hobbies, charities, etc. Make a list of the organizations you are part of and compare it with two others in your class. How much time do you use on their activities?

## xxx2 NGOs – Beyond State Control

You hear a lot about "NGOs" in the media these days. So what are they and how do they operate? The letters NGO stand for non-governmental organization, but not just any organization outside state control. NGOs are not organized for profit like private businesses, or for a hobby (like cat lovers) or for sports (like a football club). Rather, they are created to work with some serious issue that their members believe is important for the good of the world around them - be it close at home or far away. For example, they might hand out relief aid after an earthquake, like the Red Cross. They might fight for human rights, like Amnesty International. They might fight against global warming, like Bellona, or they might fight against globalization, like Attac. Most people have heard of important NGOs like Amnesty International or the Red Cross. But there are thousands more and most of them are much smaller.

### xxx3 Why are there more NGOs today?

NGOs have grown in number, strength and influence in the international community over the past fifty years. Globalization is one important reason for this. Many modern problems cannot be solved within one nation. One important example of this is global warming. The emissions adding greenhouse gasses to the atmosphere come from factories and cars all over the world. Therefore people who care about the environment have found it necessary to unite across national borders. This is a positive side of globalization. But without a common language to communicate in, NGOs would be far less effective. The common language of most NGOs is English.

### xxx3 Direct influence

English is their preferred language because it also allows NGOs to speak directly to the powers and persons they are attempting to influence. On the next page is an example of this, a petition in English that Amnesty International asked people to sign and send to the Chinese authorities requesting them to free Liu Xiaobo, a prisoner of conscience and Nobel Peace Prize winner.

--- 174 to 349

Wen Jiabo Guojia Zongli

The State Council General Office

Your Excellency:

We, the undersigned, are deeply concerned about Liu Xiaobo who was sentenced to eleven years' imprisonment for "undermining state power" on December 25, 2009, We consider the imprisoning of Liu Xiaobo an attempt to stop him from using his peaceful and legal human rights to call for political and legal reform in China. We call on you to release him immediately.

We urge you to stop using vaguely defined charges of "subversion" to arrest and imprison activists, journalists and internet users. This runs counter to promises made by officials in China's National Human Rights Action Plan.

Name Signature City, State, Country

Petitions like this one, signed by tens of thousands from all over the world can have a greater effect than single governments or international organizations like the United Nations. They show how NGOs have the freedom to go beyond the usual channels of diplomacy and to use methods that are direct and inventive to achieve their goals. Of course, with that freedom comes responsibility. Sometimes people think NGOs go too far - for example, if an NGO deliberately breaks the law with a sit-in demonstration, making the police remove demonstrators by force.

Others distrust NGOs precisely because they are private organizations - who can tell what they do with their resources? Still, the steady increase in the number of NGOs around the world seems to indicate that more and more people feel it is important to express their opinions and make a direct impact on the world outside the usual channels that go through established political parties and governments.

There are many ways that NGOs can try to promote their cause. Here are a few.

Spot check

a. What do the letters "NGO" stand for?

b. How are NGOs different from private businesses?

c. Why have NGOs grown in number and strength over recent decades?

d. Why has English become the language of many international NGOs?

--- 175 to 349

xxx4 Seven ways to be heard:

1. Use the public media

Show a journalist a river that smells because Company XX dumps toxic waste into it. Get the story out to the people.

2. Use social media

Start a blog, set up a website or make a page on a social network like Facebook to spread the word and recruit like-minded activists. Mobilize the masses!

3. Demonstrate directly

Sit down in the lobby of Company XX with cans of toxic waste, smelling up the place.

4. Organize boycotts

A "boycott" tells people not to buy the goods of a company until it changes its policy - for example, "Don't buy the products of Company XX! It pollutes rivers!" Hand out leaflets! Send out e-mails! Stand outside stores!

5. Make petitions

A "petition" is a list on which people sign their names to support a cause. For example,

"I support fining Company XX $1 million for dumping toxic waste into our river!"

John Doe

Paul Dounter

Alice Wicker

T. Ray Brown

Karin Karry

Deborah Zetty

The more names, the better!

6. Help directly

Go to the communities along the river and help put out new fish to replace the ones the toxic waste has killed. Help clean up the shoreline. Provide medical help for those whose health has been affected by pollutants.

7. Influence the authorities

If politicians and public officials listen, you may be able to affect decisions. Make sure you talk to them or contact them directly (lobbying tactics); be polite but determined. Tell politicians that if they stop Company XX from dumping toxic waste in the river, they will save jobs in the fishing industry and improve public health. And that will make them more popular and likely to be re-elected!

### xxx3 Glossary

Glossary page 173

profit: fortjeneste/forteneste

relief aid: nødhjelp

influence: innflytelse/ innverknad

attempt: forsøke

prisoner of conscience: samvittighetsfange/ samvitsfange

Glossary page 174

sit-in demonstration: sitt-ned-demonstrasjon

promote: fremme, arbeide for

Glossary page 175

toxic waste: giftig avfall

to smell up: å få til å stinke

to fine: a gi bot

shoreline: fjære

pollutant: forurensende stoff / (for)ureinande stoff

--- 176 to 349

### xxx3 Tasks

1 After reading

Look back over the list of organizations you made. Could any of these fit into the category "NGO" as it is used here? If so, which? If not, which two NGOs that you have heard of could you imagine becoming a member of? Pick two new partners and discuss why you support your organizations.

2 Discussion

Work in pairs or groups:

a. Have any NGOs been in the news recently? In what connection? Do you support what they are doing? Why?

b. Can you think of arguments against NGOs? If so, give examples.

c. If you were to start an NGO, what would it be about? Why?

d+. (Challenging task) Can you think of any problems that NGOs might do a better job solving than governments or international organizations like the UN?

3 Taking action (Challenging task)

Make groups of four. You are leaders of the NGO "Stop Drilling". You are planning a campaign against Company ZZ, which intends to begin drilling for oil on the sea bottom off your local coastline. You believe this will threaten the marine environment, although it will also produce jobs and taxes in your community.

Plan a campaign to make the company change its plans. You can check out the list on page 175 for possible methods. What is best? A boycott? A social media campaign? Media coverage? A petition? Or is it direct action? Be concrete. Make examples of what you plan to use.

When you are ready, submit your plan for discussion to your membership (two other groups put together).

4 Writing

Write a newspaper advertisement for one of the (fictitious) NGOs listed here, or another of your own invention:

-- Save the Eagle (dedicated to protecting large birds of prey)

-- Hunger Halt (dedicated to preventing starvation in sub-Saharan Africa)

-- Clearstream (dedicated to preventing river pollution)

-- Silence (dedicated to outlawing background music in shopping malls, restaurants etc.)

Your advertisement should contain a hard-hitting slogan, an illustration and a short sub-text.

5 Vocabulary and analysis

The tone of a text is, among other things, created by the words chosen by the writer. Point to three or four words in "Seven Ways to be Heard" that you think help "set the tone" of the text.

Example: "use" as in "Use the public media" provides encouragement and a sense of urgency.

6 Quick research

Check out today's news and see if you can find anything about NGOs. If so, write a short report on the news story.

--- 177 to 349

Before reading: What do you know about the NGO Amnesty International? Share ideas and information in class before listening.

## xxx2 A Case of Injustice

Malin Henriksen [25] is an activist for Amnesty International in Norway. In this interview she explains why, and what being an activist involves. Take notes as you listen – you will be reconstructing the interview afterwards!

### xxx3 Glossary

Glossary page 177

human rights abuse: brudd på menneskerettigheter / brot på menneskerettar

to contribute: å bidra til

detention centre: fangeleir

legislation: lovgivning/ lovgiving

execution: henrettelse/ avretting

to sentence: å dømme

to incite: å hisse opp, å drive

to take for granted: å ta for gitt

--- 178 to 349

### xxx3 Tasks

1 Reconstruction

Sit in pairs and reconstruct the interview using the questions below, which are the same ones Malin was asked. One of you is the interviewer, the other is Malin. Swap roles hallway through!

a. How did you first get involved in Amnesty, Malin?

b. What does Amnesty International do – and what's your contribution as an Amnesty member?

c. What are you working with at the moment?

d. Do you really feel you make a difference to the world?

e. Can you give us an example?

f. There are lots of good causes in the world, Malin. What would you say is your main motivation for choosing this one?

2 Taking action

Look back on the list on page 175 ("Seven Ways to be Heard"). Which of these methods does Malin use in her role as Amnesty activist?

3 Discussion

Work in pairs or small groups:

a. Malin mentions "human rights" several times in the interview. What are human rights? Can you name some?

b. "Most young people in Norway today are so busy updating their Facebook profiles that they have no interest in the real issues facing the world." Is this a reasonable comment? Explain your views.

c+. (Challenging task) A Norwegian company is offered a contract to contribute expertise to a mining project in a remote area. Amnesty International claims that in connection with the project the native population has been deliberately deceived and their rights abused. "If we don't do it, some other company will," a company representative answers. Do you think the Norwegian company should accept the contract? Explain your views.

d+. (Challenging task) There are still many countries in the world where there is no real democracy. Meanwhile in Norway a large proportion of the people entitled to vote don't even bother to show up (e.g. 1.4 million people – about half the electorate – at the local elections in 2011). Why do you think this is so?

4 Vocabulary

Take turns in pairs explaining the following words and phrases from the interview:

a. Verbs:

to be devoted to – to be put off – to feel gutted – to make a difference – to take something for granted – to make sacrifices

b+. (Challenging task) Nouns:

human rights abuses – a prisoner of conscience – legislation – the death penalty – a real buzz – an amnesty

--- 179 to 349

Before reading: Before you read this text, think of someone whom you believe could be called a hero. It may be someone famous or some "unsung local hero". Tell your neighbour about this person and explain why you think they deserve the term "hero".

## xxx2 Global Heroes – International Charity

"It's awful that there is so much suffering in the world, but there is very little I can do about it." Have you ever had that thought? Most of us have. But fortunately not everyone leaves it at that. Every year the international news broadcaster CNN selects a "Hero of the Year" – someone who, through a personal commitment to help others, has succeeded in changing the world for the better. In the following you are going to read about five people who have been nominated as CNN Heroes.

### xxx3 Derreck Kayonga – Recycling hotel soap to save lives

When a young Ugandan arrived in the USA in the 1990s and stayed at a hotel in Philadelphia, he noticed something extraordinary. Every day the soap in his room was replaced with a new one and the old one was thrown way. For a man who had seen poverty first hand it was unbelievable, and the discovery got him thinking. More than a million children die each year due to diseases caused by people not being able to wash their hands effectively. "The issue is not the availability of soap," Derreck says, "the issue is cost. Make $1 a day, and soap costs 25 cents." Derreck's Atlanta-based Global Soap Project collects used hotel soap, cleans and reprocesses it and sends the recycled soap to poor nations like Haiti, Uganda, Kenya and Swaziland. So far Derreck and his project have delivered more than 100,000 bars of soap to countries where clean hands save lives. "As an immigrant and a new citizen to this country, I feel very blessed to be here," Derreck says. "But it's important that we don't forget what we can do to help people back home."

### xxx3 Anuradha Koirala - Rescuing girls from sex slavery in Nepal

Sex trafficking of women and young girls has long been a problem in Nepal. Families in villages are tricked into sending their daughters away to India, imagining that they will be getting good jobs. Instead they are sold to brothels where, in addition to selling sex, they are often beaten. It was 61-year-old Anuradha Koirala's own experiences of an abusive relationship that led her to set up Maiti Nepal, an organisation fighting for more than 16 years to rescue and rehabilitate Nepal's victims of sex trafficking.

--- 181 to 349

"When girls first come to Maiti Nepal," says Anuradha, "we never, never ask them a question. We just let them be for as long as they need." "Maiti" means more or less "mother home" and almost 400 women and children are accommodated at Maiti Nepal's centre in Kathmandu, which is funded by donations from around the world. Here they are provided with medical treatment and counselling, as well as work training, with the aim of reintegrating them into society. "Anuradha is a hero ... She's courageous," says Geeta, one of the group's success stories. "She gave me my faith back. If Maiti Nepal wasn't there for me, I would be dead by now."

Bildetekst: Hollywood actress Demi Moore (R) walks with chairperson of the Haiti Nepal NGO Anuradha Koirala (L) at Maiti Nepal. Moore was taking part in the "Freedom Project", which aims to eliminate people trafficking and sex slavery.

Margtekst: For more about trafficking, see p. 187.

### xxx3 Amy Stokes – Providing a family in South Africa

In 2003 Amy Stokes visited South Africa and witnessed how HIV/Aids had resulted in millions of children being left without parents. "[With] so many children and so few adults to help them grow up, I knew we had to find a way to bring the caring, nurturing effect of adults into their lives." Her answer was to create "Infinite Family," a web based technology that has so far connected almost 300 South African teens – called Net Buddies – with nearly 200 volunteer mentors from around the world. They meet face-to-face on the Ezomndeni-net. In Zulu "Ezomndeni means 'everything related to family'. Our platform is a virtual world ... A relationship starts between one person here and one person there, and then that relationship expands," says Stokes, 44, a resident of Yonkers, New York. "The mentors know that all they have to offer is themselves," she adds. "We like to say, 'The gift is you.' It's a bite-sized opportunity to change a world."

### xxx3 Patrice Millet – Finding hope on the soccer fields of Haiti

When Haitian businessman Patrice Millet was diagnosed with bone cancer, his life changed completely – but not as you might expect. Returning to Haiti after nine months of treatment, Patrice decided life was too short to postpone his dream of doing something for the children of his country. He sold his business and started a foundation devoted to helping children from the slums to stay out of trouble and develop life skills – through soccer. "In soccer you need to give, to receive, you need team spirit, discipline, sportsmanship," says Patrice. "It's not all about soccer, it's about life." Training, equipment, shoes, uniforms, transportation – everything is provided for free. Before the catastrophic earthquake in 2010 more than 600 children were involved in Patrice's programme. Since the quake, two of the three football fields have become tent cities, and only 200 players remain.

--- 182 to 349

But Patrice believes that the difficult times have only increased the need for his work. In 2009 Patrice's cancer returned and he is again undergoing treatment. But his motivation is undimmed. "I am not ready to die yet," he says. "I have many, many things to do."

### xxx3 Aki Ra – clearing the mines he set decades ago

Aki Ra from Cambodia is living proof that it is possible to turn your life around. He was once a child soldier for the notorious Khmer Rouge regime that has been held responsible for war crimes that cost an estimated 1.5 million Cambodians their lives during the 1970s. One of his jobs was to plant land mines. "I maybe planted 4,000 to 5,000 land mines in a single month," says Aki Ra. "We planted them all over the place." When peace was restored to Cambodia in the 1990s, Aki Ra saw an opportunity to undo some of the damage he had done. In the beginning he cleared mines without any equipment apart from a knife. Later he received formal training and began his own non-profit mine-clearing organisation comprising native Cambodians, including former soldiers and war crime victims. Aki Ra focuses on the remote villages that often don't receive funding for mine clearance projects. There's enough work to do: "Villagers report land mines every day," says Aki Ra. A decade ago he and his wife also founded an orphanage where many of the children are land mine victims. When Aki Ra's wife died recently, he found himself responsible for 27 orphans as well as his own three children. "All the children in my centre I consider as my own," he says. "They call me father."

(Sources: see p. 350)

### xxx3 Glossary

Glossary page 179

unsung: ukjent, glemt / ukjent, gløymt

suffering: lidelse/liding

commitment: engasjement

due to: på grunn av

to reprocess: å behandle for gjenvinning

blessed: velsignet, heldig / velsigna, heldig

trafficking: form for slaveri

brothel: bordell, horehus

abusive relationship: forhold som innebærer misbruk eller overgrep / forhold som inneber misbruk eller overgrep

Glossary page 181

funded: finansiert

counselling: rädgivning/ rådgiving

nurturing: oppdragende, nærende / oppdragande, nærande

infinite: grenseløs/grenselaus

to expand: ä utvide, á utvikle

cancer: kreft

to postpone: å utsette

foundation: stiftelse

skill: ferdighet / ferdigheit, dugleik

Glossary page 182

undimmed: uforminsket/ uforminska

notorious: beryktet/berykta

to plant: å legge ut

orphanage: barnehjem/ barneheim

--- 183 to 349

### xxx3 Tasks

1 After reading

How did these five heroes compare with the one you chose in your pre-reading task? Do any of the heroes share common characteristics with your choice?

2 Understanding the text

a. Sort these five people into two groups:

-- those whose projects grew out of difficulties in their own past

-- those whose projects grew out of a sudden recent experience

b. Now sort them into these two groups:

-- those directed at helping all age groups

-- those directed at helping one particular age group

c. Which of these people could be said to play a parental role?

3 Discussion

Work in groups:

a. Of the five people above, which one do you think has the strongest claim to be CNN Hero of the Year? Explain your reasons.

b. Why do you think some people are motivated to become "heroes", while most of us are not?

c. If you had $100,000, which of the charities mentioned in this article would you give it to? Why? Explain your reason to a fellow pupil and listen to theirs.

d+. (Challenging task) "In our society we idolise the wrong qualities and the wrong people." What do you think is meant by this statement? Discuss whether you think it is true.

e+. (Challenging task) "Charity begins at home." What do you think is meant by this old saying? Do you agree with it?

4 Taking action

Write a one line slogan for three of the projects mentioned in this article. Your slogan should attract attention and get the reader to sympathize with the project.

5 Writing

Choose one task:

a. Write a text of a similar length (180-200 words) and in a similar style about the person you chose in the pre-reading task – or someone else who deserves to be called a hero.

b+. (Challenging task) Write an ironic text (see the text "Mr Lawrence was a wonderful teacher" on p. 293) in which you present a candidate for Hero of the Year. The irony should be that the reader understands that the person in question is actually far from heroic.

c+. (Challenging task) Choose task 3d or 3e above as your point of departure and write a personal essay. (See p. 254 for more about personal essays.)

6 Vocabulary and analysis

a. Read about transitional phrases on p. 199. Choose two people in the "Global Heroes" text and find all the transitional phrases there.

b+. (Challenging task) Write a comment on what function each of the phrases has in the text (adding information, comparing, etc.).

7 Quick research

Read about the latest nominees for CNN's Global Hero of the Year. Choose one person and write a summary of the presentation. Then tell a group of classmates about "your" person.

--- 184 to 349

Before reading: One of the greatest challenges facing the world today is global terrorism, the unwanted child of globalization. Everyone condemns terrorism, but who exactly are the terrorists? That turns out to be a very difficult question, as the following poem illustrates.

## xxx2 The Right Word

by Imtiaz Dharker (b. 1954, Pakistan/UK)

Outside the door,

lurking in the shadows,

is a terrorist.

Is that the wrong description?

Outside that door,

taking shelter in the shadows,

is a freedom fighter.

I haven't got this right.

Outside, waiting in the shadows,

is a hostile militant.

Are words no more

than waving, wavering flags?

Outside your door,

watchful in the shadows,

is a guerrilla warrior.

God help me.

Outside, defying every shadow,

stands a martyr.

I saw his face.

No words can help me now.

Just outside the door,

lost in the shadows,

is a child who looks like mine.

One word for you.

Outside my door,

his hand too steady,

his eyes too hard

is a boy who looks like your son,

too.

I open the door.

Come in, I say.

Come in and eat with us.

The child steps in

and carefully, at my door,

takes off his shoes.

### xxx3 Glossary

Glossary page 184

to condemn: å fordømme

to lurk: å lure

shelter: ly, vern

hostile: fiendtlig/fiendtleg

to defy: å trosse / å trasse

--- 186 to 349

### xxx3 Tasks

1 Analyzing poetry-images

In order to convey meaning, poets make use of images; that is, pictures which readers can see in their "mind's eye". (See imagery on page 258). The central image of this poem is of a person standing in the shadows outside a door.

a. Divide the class into six groups. Each group takes one of the first six stanzas in the poem and answers the following questions:

-- What does the person standing in the shadows look like (in your "mind's eye")?

-- What is the person doing in the shadows; that is, what intentions does this person have (according to the way he is described)?

-- What do you think the person inside the door feels about the person waiting outside?

-- Compare answers between the six groups in class before going on. How do they differ? Could they all be about the same person?

b. Read the final three stanzas. How does the poet change her use of the image of the door?

c+. (Challenging task) What does this add to the meaning of the poem?

d+. (Challenging task) Why is this poem entitled "The Right Word"?

2 Discussion

Work in pairs or groups:

a. It is said that "one person's freedom fighter is another person's terrorist." But is it purely a matter of perspective? Are there actions that can never be justified no matter what the cause they claim to serve? What kinds of actions would they be?

b+. (Challenging task) At the end of the poem the person speaking ("I") invites the outsider in. What does this act symbolize?

3 Writing (Challenging task)

a. Write a persuasive essay using your discussion in task 2a above as your starting point. Call your essay "Can terrorism ever be justified?" (See page 254 for more about persuasive essays.)

b. Write an analysis of the poem "The Right Word". You will find the checklist on page 332 useful when interpreting the poem.

--- 187 to 349

Before reading: "Trafficking" is the dark underside of globalization. It is defined as the use of force, lies or violence to recruit, move and hold people in what becomes a form of slavery; i.e. forced labor or service without sufficient (or perhaps any) pay or the opportunity to leave. It is found in many kinds of work including agriculture, domestic service, prostitution (see "Rescuing girls from sex slavery" page 179), restaurants and many other businesses.

Have you heard of trafficking going on in Norway? If so, what kinds? If not, do you think it does happen even if we don't hear about it? Get together with two of your classmates and compare what the three of you know about trafficking.

## xxx2 Trafficking: Two Stories

The following article tells the stories of two persons caught in the web of trafficking.

### xxx3 Trafficking in the USA: One woman's story

In a Seattle suburb, one woman from East Africa was tricked and ended up working virtually as a domestic slave. She can't use her name or even say which country she's from. If she reveals who she worked for, they could come after her or, worse, hurt her family back in her home country, which is where this all began.

Sadly, her story is somewhat typical. Although she doesn't like to talk about it, she is doing so now "because I want other people who are going through this same situation that I had before to be careful about it," she says.

In her home country, she took care of a wealthy woman's house. They got along so well that the woman asked her to go to the U.S. and work for her relatives, who are from this same country. But she said no. She didn't want to leave her kids. Her boss persisted, but she kept refusing. Then, the woman offered to put her daughters in boarding school.

"Boarding school back home is very important, especially for girls," she says. "So I said, 'That sounds good, putting my children in boarding school, and then coming to visit them — oh, that's a good idea.'"

So the family brought her all the way to Seattle. But things were bad. Her duties far exceeded those of the job back home. She took care of a 2-year-old and a baby and all of the family's meals — cooking, cleaning, gardening and more.

"I was responsible for everything, except only their body they washed by themselves," she says. She worked almost 100 hours a week. The couple paid her $70 a month and insisted that she talk to no one.

"Why did these people do this to me?" she says. "It really makes me sad when I remember this story."

Eventually this woman did get away and contacted an immigration attorney. Charges were brought against the couple she worked for, and she was able to recover her proper wages.

That's a rare good outcome for these kinds of cases.

### xxx3 Trafficking in Canada: Exploited workers

It was 5:30 in the morning when Edwin Canilang realized he had been bought and sold.

--- 188 to 349

Crowded in the back of a van heading north of Toronto with four other Filipino men last summer, the skilled welder faced another unpaid day on a cleanup detail at a bottling plant.

He had been promised good wages and a steady job. Instead his passport had been taken from him and he had been forced to live in a basement in Toronto with eight men, four to a bed. Later they were trucked north to their new home – a filthy, abandoned farmhouse in the middle of nowhere.

Some were pressed into service at a water bottling plant. Others dug ditches or picked up garbage around a large rural estate of their employer. The workers, threatened with deportation, did every menial job thrown at them. None of the work involved welding and plumbing, the work they had been promised.

What Canilang experienced last summer is an all too common situation – foreign workers brought to Canada under false pretenses and exploited. Federal officials call it the "modern-day slave trade". At least 800 workers are trafficked into Canada yearly and another 1,000 or more pass through Canada and into the United States, according to the Royal Canadian Mounted Police.

Settling back in his seat, Canilang seethed as the driver headed east to deliver his workers – to job sites in Barrie and Orillia.

Their ordeal ended six weeks later when one worker ran away and contacted the Philippine embassy which came to rescue the men.

"We didn't believe such scum existed here," Canilang, 32, said recently from the safety of a new home and job in Saskatoon. "Canada has such a great reputation worldwide."

"This was nothing short of slavery," said Frank Luna, the labour attache with the Filipino consulate in Toronto. "This was a chain gang without the chains."

(Sources: see p. 350)

### xxx3 Glossary

Glossary page 187

labor: arbeid

domestic service: arbeid som hushjelp eller tjener / arbeid som hushjelp eller tenar

virtually: praktisk talt

relative: slektning

to persist: å sta på sitt

boarding school: internatskole

duty: plikt, oppgave / plikt, oppgåve

to exceed: å overgå

attorney: advokat

charge: tiltale

Glossary page 188

skilled welder: faglært sveiser / faglært sveisar

detail: avdeling

estate: eiendom/eigedom

menial: simpel

plumbing: rørleggerarbeid / røyrleggararbeid

false pretense: falske forutsetninger / falske føresetnader

exploited: utnyttet/utnytta

to seethe: å koke

ordeal: prøvelse

--- 189 to 349

### xxx3 Tasks

1 Asking and answering

Sit in pairs and take turns asking and answering these questions:

a. How was the woman in this article persuaded to travel to the US?

b. What kind of work did she do?

c. Under what conditions did she work?

d. How did she get out?

e. Where is Edwin Canilang from?

f. Why did he come to Canada?

g. What kind of work was he put to?

h. How did he get away?

i. How many people are smuggled into Canada per year?

2 Discussion

Talk about the following:

a. Compare the story of the woman and the man above. What do they have in common? How are they different? Which of the two was in the more difficult situation, in your opinion? Why?

b+. (Challenging task) "As long as there are more jobs than there are people to fill them, human trafficking will go on." What do you think of this statement? Do you agree?

c+. (Challenging task) How could temporary workers from another country be secured their rights in the country in which they work? Would this solve the problem of human trafficking?

3 Writing

Choose one task:

a. You are Edwin Canilang. Write home to your wife and three children in the Philippines explaining what happened to you when you got to Canada, why you couldn't write earlier, and what you intend to do now.

b. Write a short interview with the woman in the article for your blog "Stop Trafficking!" Use your imagination. Give her a voice!

4+ Taking action (Challenging task)

Use the following information to write a short advertisement aimed at helping people combat human trafficking. (See "Seven Ways to Be Heard" on p. 175, and "Advertisement" on p. 345.)

Signs of human trafficking:

-- Aggressive employers

-- Someone controlling the movements of a group of workers

-- An employer who collects and keeps workers' documents

-- Workers locked up in a house or place of work

-- Workers stopped from leaving their place of work

-- Threats against a worker or workers' families

-- "Debts" owed by the worker to the employer

-- Workers living in a place owned or controlled by the employer

5 Vocabulary

Find words in the two texts above which mean the same as these Norwegian words:

forpliktelser/plikter – advokat – forlatt/forlate – kroppsarbeid – årlig/årleg – påskudd/påskott – rykte

6 Quick research

Find a website that deals with human trafficking in an English-speaking country. Sum up its contents and discuss your results with another pupil who has done the same. If you have chosen the same website, work together to find another and share the information.

--- 190 to 349

Before reading: The following excerpt is taken from What Is the What: The Autobiography of Valentino Achak Deng by the American author Dave Eggers. The novel tells the true story of a Sudanese boy of the Dinka tribe who is separated from his family during the Sudanese civil war. He and thousands of others became known as the "Lost Boys" in the refugee camps of Africa. After many years and great hardships, Valentino was able to move to the United States. In the excerpt we share some of his first experiences, including once again finding himself a victim of prejudice like many other vulnerable refugees in their new homes around the world.

Set down the five things which first come to mind when you think about refugees. Compare your answers with those of a fellow student.

## xxx2 What Is the What

by Dave Eggers (b. 1970, USA)

In many cases, the Lost Boys of Sudan have no one else. The Lost Boys is [1] not a nickname appreciated by many among our ranks, but it is apt enough. We fled or were sent from our homes, many of us orphaned, seemed like years. In many ways we are alone and in most cases we are [5] unsure of where exactly we're going. While in Kakuma, one of the largest and most remote refugee camps in the world, we found new families, or many of us did. I lived with a teacher from my hometown, and when, after two years, he brought his family to the camp, we had what resembled a family. There were five boys and three girls. I called them sisters. [10] We walked to school together, we retrieved water together. But with our relocation to the United States, again it is just boys. There are very few Sudanese women in the U.S., and very few elders, and thus we rely on each other for virtually everything. This has its disadvantages, for very frequently, we are sharing unfounded rumors and abject paranoia. [15]

When we first arrived here, we stayed in our apartments for weeks, venturing out only when necessary. One of our friends, who had been in the U.S. longer than we had, had just been assaulted and chased on his way home. I am sad to say that again it was young African-American men. We Sudanese are recognizable; we look like no one else on Earth. [20] We do not even look like anyone from East Africa. The isolation of many parts of southern Sudan has ensured that our bloodline has remained largely unaltered. We stayed inside those weeks, worried not only about predatory young men but also that the U.S. immigration officials would change their minds about us. It's amusing to think about it now, how [25] naive we were, how skewed our perspective was.

--- 191 to 349

Bildetekst: The Kakuma Refugee Camp in Kenya has existed since 1992. This camp serves over 70,000 people from neighbouring that have been at war for a long time. A majority are from southern Sudon, some from Somalia and the last major group from Ethiopia.

--- 192 to 349

Anything seemed possible. Should we become too visible, or if a few of us ran into some kind of trouble, it seemed perfectly likely that we would all promptly be returned to Africa. Or perhaps just imprisoned. Achor Achor thought we could be executed if they found out that we had once been affiliated with the SPLA (Sudan People's Liberation Army). At Kakurna, many of us lied on our application forms and in our interviews with officials. We knew that if we admitted affiliation with the SPLA, we would not be sent to Atlanta, North Dakota, Detroit. We would remain in Kakurna. So those of us who needed to lie, lied. The SPLA had been a part of our lives from early on, and over half of the young men who call themselves Lost Boys were child soldiers to some degree or another. But this is a part of our history that we have been told not to talk about.

So we stayed inside. We watched television most of the day and night, interrupted only by naps and occasional games of chess. One of the men living with us in those days had never seen television, outside of a few glimpses in Kakurna. I had watched television in Kakurna and in Nairobi, but had never seen anything like the 120 channels we had been provided in that first apartment. It was far too much to absorb in one day, or two or three. We watched almost without pause for a week, and at the end of that period, we were exhilarated, disheartened, thoroughly confused. One of us would venture out at dusk for food and whatever else we needed, fearing always that we, too, would be victims of an assault by young African-American men.

Though the Sudanese elders had warned us of crime in the United States, this sort of thing was not part of our official orientation. When, after ten years, we finally were told we would be leaving the camp, we were given a two-day course in what we would see and hear in the United States. An American named Sasha told us about American currency, about job training, cars, about paying rent, about air-conditioning and public transportation and snow. Many of us were being sent to climates like Fargo and Seattle, and to illustrate, Sasha passed around ice. Many of the members of the class had never held ice. I had, but only because I was a youth leader at the camp, and in the UN compound had seen many things, including the storerooms of food, the athletic equipment donated by Japan and Sweden, the films of Bruce Willis. But while Sasha told us that in America even the most successful men can have but one wife at once – my father had six – and talked about escalators, indoor plumbing, and the various laws of the land, he did not warn us that I would be told by American teenagers that I should go back to Africa. The first time it happened, I was on a bus.

A few months after I arrived, we began venturing out from the apartment, in part because we had been given only enough money to live for three months, and now we needed to find work.

Spot check:

a. What is Kakurna?

b. Who did Valentino live with in Kakurna?

c. Why did they stay inside the apartment in the US for weeks?

d. Why were they afraid they might be sent back to Sudan?

e. Who did they fear might attack them if they went out?

--- 194 to 349

This was January of 2002, and I was working at Best Buy, in the storeroom. I was riding home at 8 p.m., after changing buses three times (the job would not last, for it took me ninety minutes to travel eighteen miles). But on that day I was content enough. I was making $8.50 an hour and there were two other Sudanese at that Best Buy, all of us in the storeroom, carting plasma TVs and dishwashing machines. I was exhausted and riding home and looking forward to watching a tape that had been circulating among the Lost Boys in Atlanta; someone had filmed the recent wedding, in Kansas City, of a well-known Sudanese man to a Sudanese woman I had met in Kakuma. I was about to get off at my stop when two African-American teenagers spoke to me.

"Yo," one of the boys said to me. "Yo freak, where you from?" I turned and told him I was from Sudan. This gave him pause. Sudan is not well known, or was not well known until the war the Islamists brought to us twenty years ago, with its proxy armies, its untethered militias, was brought, in 2003, to Darfur.

"You know," the teenager said, tilting his head and sizing me up, "you're one of those Africans who sold us out." He went on in this vein for some time, and it became clear that he thought I was responsible for the enslaving of his ancestors. Accordingly, he and his friend followed me for a block, talking to my back, again suggesting that I go back to Africa. [...]

Though I have a low opinion of the teenagers who harassed me, I am more tolerant of this sort of experience than some of my fellow Sudanese. It is a terrible thing, the assumptions that Africans develop about African-Americans. We watch American films and we come to this country assuming that African-Americans are drug dealers and bank robbers. The Sudanese elders in Kakuma told us in no uncertain terms to stay clear of African-Americans, the women in particular. How surprised they would have been to learn that the first and most important person to come to our aid in Atlanta was an African-American woman who wanted only to connect us to more people who could help. We were, it should be noted, confused about this help; in some ways we saw it as our right, even while we questioned others who needed assistance. In Atlanta, when we saw people out of work, homeless people or young men drinking on corners or in cars, we said, "Go to work!" But that was before we started looking for jobs ourselves, and certainly before we realized that working at Best Buy would not in any way facilitate our goals of college or beyond.

(excerpt)

Spot check:

a. What kind of information were they given about the US before they left Sudan?

b. What kind of work did Valentino get?

c. What did the African-American teenagers say to him?

d. What kinds of stereotypes do Africans have about African Americans?

e. Who offered them help in Atlanta?

### xxx3 Glossary

Glossary page 190

refugee: flyktning

hardship: prøvelse, motgang

vulnerable: sårbar

apt: passende/passande

orphaned: foreldreløs/ foreldrelaus

to retrieve: å hente

relocation: flytting

unfounded: ubegrunnet/ grunnlaus

abject: ynkelig/ynkeleg

to venture: å våge seg

assaulted: overfalt/overfallen

predatory: røver-/røvar-

Glossary page 192

skewed: forvrengt

affiliated: tilknyttet / knytt til

exhilarated: oppspilt

disheartened: nedslått

dusk: skumring

currency: valuta

UN compound: FN-leir

Glossary page 194

content: fornøyd/(for)nøgd

to give pause: to cause someone to stop and think

proxy: stedfortredende / som fungerer i staden for noko(n) anna(n)

untethered: ukontrollert

assumption: antakelse/oppfatning

to facilitate: å legge til rette, å gjøre enklere / å legge til rette, å gjere enklare

--- 195 to 349

### xxx3 Tasks

1 After reading

Did you find any of the things you associated with refugees present in this excerpt? If so, what were they? Were there new aspects of being a refugee in it that you hadn't thought of? If so, which?

2 Main content-dialogue

a. A member of the staff of the Lost Boys Foundation of Atlanta calls up Valentino's apartment and asks how things are going. One of you is the staff member, the other is Valentino. Use the information in the excerpt to create a dialogue between the two.

b. When you are finished, find a new partner who has taken the opposite role from yours and go through a new dialogue.

3 Discussion-the story

Talk about the following:

a. Valentino says that he and his friends were very naive. What evidence can you find for this in the story? Which of the ways in which they were naive did you find most surprising? Why?

b. Why is it ironic that Valentino is accused of being responsible for slavery by teenage African-Americans? Do you think they actually believed it?

c. At the end of the story, Valentino says "in some ways we saw (getting help) as our right." Do refugees have a right to expect help? Explain your opinion.

d+. (Challenging task) What did the elders in Sudan advise the Lost Boys to stay away from? Why?

e+. (Challenging task) Valentino says that watching the 120 channels of TV made them "exhilarated, disheartened, thoroughly confused." Use your own knowledge of American TV to suggest which films and programs might have caused these reactions.

f. (Challenging task) This is the story of a refugee, not a migrant. Yet the two kinds of travelers may have similar experiences. Which experiences described here by Valentino might a migrant also have? Are there some that are unique to Valentino as a refugee?

4 Discussion - refugees

a. What kind of help should people with secure homes feel obligated to give refugees who have lost theirs? For example:

Asylum? Money for travel? A passport? Citizenship? Money for relief camps? Other forms of help?

b. What are the practical limits to giving these kinds of help?

c+. (Challenging task) What is the difference between a migrant, a refugee and an immigrant? Why must these three be treated differently by a country that allows them in?

d+. (Challenging task) Which of the following two statements do you think expresses the more important principle?

-- It is a human right to be able to go where one can be most successful.

-- Every country has the right to limit the number of people who enter it.

5 Writing

Choose one task:

a. Describe the meeting between Valentino and the African-American teenagers from the perspective of one of the teenagers.

b+. (Challenging task) Rewrite the first three paragraphs of this story from the third person reporter perspective (see page 278). You can include your own reflections on the situation as a reporter, if you wish.

6 Quick research

Choose one task:

a. What organization has the initials UNHCR? What does it do?

b. What is the largest group of refugees in the world today?

c. Find out more about "The Lost Boys of Sudan".

d. Find out what the term "displaced persons" means. How many displaced persons are there in the world?

--- 196 to 349

## xxx2 Digging Deeper: Chapters 3 & 4

See the instructions for "Digging Deeper: Chapters 1 & 2" on page 87.

### xxx3 Topics to investigate

1. Choose one of the following nations: Canada, New Zealand, Australia or South Africa. See if you can find out the following information about them:

-- When did they gain independence as nations?

-- What are the major ethnic groups that make up their population?

-- How large are these groups in numbers or percentages or both?

-- What is the official policy regarding immigration?

-- In there a debate about multiculturalism in the country?

2. What impact did the terror attack on the London Underground on July 7, 2005 have on relations between Islamic ethnic communities and the rest of British society? What policies are being followed to try to avoid increased prejudice and conflict? How well have these policies succeeded?

3. Who won the court case about the Arizona law aimed at illegal immigrants – the Justice Department of the federal government or the state of Arizona (see p. 118)? Since 2010, have other states tried to pass laws about immigration like the one in Arizona? How successful have they been?

4. Has the Islamic community center Park51 in New York been built? Is it still the center of controversy? Can you find any similar protests against the building of mosques or community centers in the United States since 2010?

5. Mexican Americans have lived in the United States since the early 1800s. Why do they still suffer from discrimination? Take a closer look at their history and present position in the United States. For example:

-- How many now live in the USA.

-- Where most members live.

-- What their average income is compared to other Americans.

-- How many speak English as either their native tongue or as a second language.

6. Choose one of the following international organizations: the World Trade Organization, the International Monetary Fund or the World Bank. Find out what you can about it. For example: When was it established? What is its purpose? Who controls it?

7. Choose one of the following antiglobalization organizations: Attac, Adbusters, Occupy Wall Street or Oxfam, and find out what you can about it. For example: When was it established? What is its aim? Who controls it?

--- 197 to 349

8.

There are hundreds of NGOs in the world. Each of them works for its particular cause or interest (for this reason they may also be called "interest organizations" or "special interest groups"). Select one area among the following causes or interests (see list below). Find an NGO working in this area and look more closely into it. For example: When was it started and by whom? How many members does it have in how many countries? What are the aims of this NGO? What language or languages does it use?

combating climate change – helping disaster relief – helping the poor – combating a disease (malaria, tuberculosis, HIV etc.) – protecting a kind of animal – protecting an environment (wetlands, deserts, rainforests etc.) – combating misuse of women and children (violence, prostitution, child labor etc.) – defending human rights – combating capital punishment

9. When was the term "BRIC" coined for Brazil, Russia, India and China? Why have economists been concerned with just these four countries? How has their position in the world changed since the economic downturn that began in 2007? What kind of role do economists think they will be playing in the future of the global economy?

10. Norway is a very small country. Yet it does have an impact on the global level. Norway is involved internationally in both peacemaking and peacekeeping operations. Make a report about two such missions Norway has been involved in during the last twenty years. Were they successful?

Self-evaluation

Go to access.cappelendamm.no and find the section called "Self-evaluation" there. Follow the instructions.

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## xxx2 Writing course 4: Text coherence

The verb to cohere means, literally, to hang together. Coherence is therefore the ability something has to hang together, to feel like a unit. So when we say that a paragraph "lacks coherence", we mean that it doesn't do what a paragraph is meant to do – namely, to behave as a unit of text. Instead, it feels like a collection of sentences without a common purpose. When we say that a text – for example, an essay – "lacks coherence", it means that, although the paragraphs may work well individually, they do not appear to have logical connections or a logical sequence.

There might be several reasons why a text could lack coherence. Some of these we have already looked at. For example, the text might lack a clear visual structure showing which sentences belong together (see page 146). Or there might be sentences within paragraphs that don't relate to the main idea expressed in the paragraph's topic sentence (see page 148). Or it might be that paragraphs lack topic sentences altogether and therefore suffer from an unclear focus.

### xxx3 Repetition

Correcting the above mistakes will certainly help give your text coherence. But there is more to coherence than just content and the visual aspect. To make a text reader-friendly, coherence has to be expressed in the language itself. One of the ways we can do this is by using repetition. Look at the following example:

This book is about where the English language came from and how it achieved the feat of transforming itself so successfully. It is about the words which describe the way we live, the words we think in, sing in, speak in; the words which nourish our imagination, words which tell us who we are. Although English only exists in the mouth, minds and pens of its many individual users, I came to feel that English had a character and presence of its own.

(from the introduction to The Adventure of English by Melvyn Bragg)

The word "words" is used four times, the word "English" three times. But there is more repetition in the text than that. Notice how the sentences have structures that repeat themselves. We could present it visually like this:

This book is about:

-- where the English language came from

-- how it achieved the feat of transforming itself so successfully

It is about:

-- the words which describe the way we live

-- the words we:

 - think in

- sing in

- speak in

-- the words which nourish our imagination

-- words which tell us who we are

--- 199 to 349

### xxx3 Parallelism

As we have said before, we call this sort of structural repetition parallelism (see p. 91), and it helps to give a text a feeling of rhythm and tension. That is why it is an effect often used in speeches. Winston Churchill's famous wartime speech in the British Houses of Parliament makes good use of parallelism to increase the dramatic effect of his message:

We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender...

This is a fairly extreme example, and you would clearly not want to write in this manner in more neutral texts. (You would wear your readers out!) But if it is done correctly, parallelism is a useful way of making any text hang together. On the other hand, if it is done badly it has the opposite effect.

Can you find any room for improvement in the following sentence?

The sad fact is that Liverpool have completed the season without winning any major trophies, without managing to climb beyond the middle of the league table and they haven't even been playing attractive football.

There is nothing wrong with the sentence from a grammatical point of view. But stylistically the faulty parallelism makes it fall on its face at the end. We can easily improve it:

The sad fact is that Liverpool have completed the season without winning any major trophies, without managing to climb beyond the middle of the league table and without even having played attractive football.

### xxx3 Transitional words and phrases

Another way to strengthen the coherence of a text is to add words and phrases that give clear signals about how to interpret what we are reading, about how it relates to what went before and what is to come. We can call them transitional words and phrases, and they function very much like traffic signs, warning us what to expect on the next stretch of road. Like traffic signs, we tend to take them rather for granted – until somebody either removes them all or – even worse – swaps them around. The following text shows the chaos that may result:

Neither was it easy to forget the dark years of his childhood. All in all, some say that it was those very experiences that motivated him to succeed in later life. Indeed, he never spoke a bitter word about his parents or the village he grew up in. However, he didn't brag about his humble origins. Of course, he moved amongst the rich and famous as if he had never experienced anything else.

It is just possible to see what the text is trying to say, but swapping the transitional words and phrases (and here they are at the beginning of each sentence) threatens to make it all meaningless.

--- 200 to 349

Here is the text again with the transitional words and phrases in the right places:

Of course, it wasn't easy to forget the dark years of his childhood. Indeed, some say that it was those very experiences that motivated him to succeed in later life. However, he never spoke a bitter word about his parents or the village he grew up in. Neither did he brag about his humble origins. All in all, he moved amongst the rich and famous as if he had never experienced anything else.

Below is a list of some common transitional words and phrases, grouped according to their function in the text. But a word of warning here: Don't overuse them in your writing! Too many transitional words and phrases become tiresome and confusing – just as too many traffic signs do.

It is important to underline that these words are not all equivalent – they cannot all be used in the same way. For those that are not familiar to you, use a dictionary to find out their precise meaning and usage:

Adding information:

and then, again, also, still, not only... but also, another point is that..., what is more, in addition, besides, further

Comparing and contrasting:

also, in the same way, likewise, similarly, and yet, but at the same time, even so, even though, still, despite that, in spite of, regardless, on the contrary, on the other hand, however, nevertheless, yet

Admitting:

of course, naturally, granted, admittedly

Emphasising:

of course, naturally, in fact, above all, certainly, indeed, clearly

Expressing cause and effect:

because (of), as, since, as a result, this is why, due to, owing to, for this reason, so, therefore, thus, consequently

Giving examples:

for example, for instance, in other words, that is, namely, specifically, to illustrate, thus

Summing up:

in fact, all in all, finally, in brief, in conclusion, in short, to sum up, therefore

Putting things in order:

in the beginning, in the first (second, third...) place, first(ly), second(ly), last(ly), finally, afterwards next, simultaneously, furthermore, subsequently, as soon as, once, eventually, no sooner than

Expressing an opinion:

Personally in my opinion/view, I would say that, apparently

--- 201 to 349

### xxx3 Tasks

1

Sit in pairs or threes and read the following texts, pointing out the transitional words and phrases.

a. My client feels she has been deliberately deceived by the tour company. First she was promised an apartment with a view over the Mediterranean and an en suite bathroom. Subsequently she was told that the apartment was unfinished and she would have to make do with a small three-star hotel in the town centre. Furthermore, the guided tour of the monastery was cancelled, without any explanation being given. Similarly, the fishing trip described in the brochure never materialised. In short, my client feels that she has paid for a product that has not been delivered.

b. In the 21st century London remains one of Europe's foremost tourist destinations. Not only can it boast five Premier League football teams and a host of other sporting attractions, it also offers an unrivalled choice of cultural events from theatre to music and dance. Admittedly, there are capital cities with more reliable weather, but for most tourists there is plenty to compensate. Indeed, for some, London's showers and fogs are part of the charm of the city.

2+ (Challenging task)

Look again at the transitional words and phrases you found in task 1 and discuss what function they had in the sentences.

3+ (Challenging task)

Add transitional words and phrases to the following texts to make them more reader-friendly. Notice that you may want to make other changes too – e.g. altering the order of sentences, combining sentences and using parallelisms:

a. If we are going to win the next election, we need to persuade voters that we have solutions to the problems they face today. We must show them that we can tackle unemployment and the housing shortage. We must demonstrate that we can think ahead and create a thriving economy. We must not forget that money is not everything. We must ensure a healthy natural environment for generations to come.

b. His behaviour at the party was unforgivable. He turned up late and not entirely sober. He was wearing a training suit at what was meant to be a formal dinner. He insisted on kissing all the female guests and quite a few of the male ones too. At dinner he kept singing rugby songs and inviting everyone to join in on the chorus. He turned what should have been a pleasant evening into an absolute disaster.

c. In Wales the Welsh language is still alive and kicking. It is spoken as a mother tongue by only a fifth of the population. It is an official language alongside English. It has its own radio and television channels. It shows no sign of dying out. The number of people able to speak Welsh is increasing. This is partly because it is now a compulsory subject at school up to the age of 16.

--- 202 to 349

## xxx2 Language course 4: Creating effect in texts

The effect of a text is the sum of its parts. In addition to the overall style that is chosen, such things as the positive and negative connotations of verbs and nouns, use of concrete or abstract nouns, under- and overstatement and sentence length will be important.

### xxx3 Overall style: Expressive or objective?

An expressive text is a personal text about the thoughts, feelings, experiences and memories of the writer of the text. There may be a frequent use of adjectives and adverbs as the writer attempts to share and convey his or her particular feelings or ideas to the reader. Personal pronouns may also be used quite frequently in this type of text. Examples:

1. Every time I hear a news report about an accident on the roads in Norway, I become deeply enraged as I think about the poor, deteriorating standards, the endless multitude of curves in the roads, the shocking and unforgiveable lack of shoulders where I see no room allowed for mistakes.

2. I think the story is about the loss of something important to you and I think that is very sad when it happens to anyone.

An objective text, on the other hand, aims for a more neutral style. When writing an analytical text, for example a school essay about a short story, the objective style is preferred.

1. Deaths on Norwegian roads may often be attributed to poor standards, too many curves in the road and the lack of shoulders, which leaves little room for correcting a mistake.

2. The story is about the loss of something important, a sad event that can befall anyone.

--- 203 to 349

### xxx3 Connotation

The primary definition of a word is its denotation, while connotation means thoughts and feelings it brings with it. An example of a word with positive connotations is "home". The primary definition of home is: A place where one lives; a residence. Feelings of warmth, family, security and contentment may also be associated with the word home - these are its connotations.

I live at home - denotation

Home is where the heart is - connotation

Writers choose words because of their connotations. For example, if Amanda is thin, would she rather be referred to as skinny or slender? If the aggressive businessman is referred to as a snake, we might decide not to do business with him as snake suggests sneaky, dangerous and devious.

The connotations of words change over time. The adjective radical means revolutionary, but in the 1980s it also came to mean "cool". A text may lose its effect because the writer has chosen a weak word or a word that has unintended connotations. For example, Norwegian businesses often state that they want to be offensive, but while offensive means aggressive, it could also mean unpleasant and disgusting ("I find your attitude offensive").

The specific choice of verb can have major importance for a sentence as its connotations may influence meaning and effect. For example:

Mr Jones walked up the hill

Here we have no other information than that a man named Mr Jones walked up a hill. The verb is quite neutral here and does not give us any more clues, so it is difficult to make any assumptions about Mr Jones. If, however, the verb was changed, we can begin to get a fuller picture:

Mr Jones puffed up the hill.

This suggests that Mr Jones has been avoiding the training studio or perhaps has a few too many pounds on him.

Mr Jones wheezed up the hill.

This suggests even more conditioning problems or perhaps Mr Jones is very old, or asthmatic. There is still room for speculation, but at least now we know more about Mr Jones.

### xxx3 Concrete and abstract nouns

A concrete noun can be experienced by one of the five senses (see, hear, smell, taste, touch). An abstract noun cannot be experienced by the senses.

The policeman ate the donut.

Both policeman and donut are concrete nouns.

He attacked the problem with great intelligence.

Intelligence is an abstract noun.

Concrete nouns are generally quite clear and concise while abstract nouns can mean different things to different people. Abstract nouns such as love, hate, beauty, freedom, belief help writers to express feelings and ideas.

--- 204 to 349

### xxx3 Overstatement and understatement

Overstatement, or hyperbole as it is also called, means that a writer or speaker uses exaggeration to create emphasis or effect. For example, before the days of the laptop, students would often innocently look at their English teachers and say: "I didn't bring my dictionary because it weighs a ton!" Overstatement can be used to good effect, but too much hyperbole in a text can quickly turn it into a parody.

Understatement is a form of irony where something is intentionally represented as less than it is. If you crash your father's car for about five thousand dollars' worth of body damage you may try to laugh it off and say: "Don't worry, it's only a scratch." Another example could be this scenario. You are in a cafe with a friend. You see the beautiful Mona sitting at a table and approach her and ask her to go out with you. She replies, "I sure will, just as soon as hell freezes over" (overstatement). Your friend, who has witnessed this exchange, then says to you: "Well, that went well" (understatement).

### xxx3 Long and short sentences

Varying the length of sentences is another way to create effects in texts. Short sentences are often used when trying to build excitement in a text or for action scenes. Longer sentences give more of a flow to the text and can literally slow a text down.

As I sat looking out the window at the people standing, waiting and loitering on the platform, I found myself slowly dozing off, my eyelids falling slowly over unfocused eyes as the day's events began to take their inevitable toll. There was a slow murmur of conversation and shuffling of bags from other passengers as they settled in their seats and prepared for the long journey ahead. Suddenly, the train jolted. It jerked again. And with a shudder we were off.

The text starts with two long, slow paced sentences that reflect the narrator's lazy mood as he waits for the beginning of the journey. The adverb suddenly is then used to mark a break in the text as the narrator obviously becomes excited as the train starts to pull away from the platform. The shorter sentences then reflect the narrator's excitement, but also suggest the movement of the train as opposed to the train sitting idly at the platform, which was reflected by the long sentences.

### xxx3 Tasks

1

Choose a synonym from the list below to replace one of the words in italics. pours; worn out; famished; annoying; excruciatingly; gorgeous; brilliant

a. I felt it was high time for dinner because I was hungry.

b. I thought her answer to the problem showed just how smart she was.

c. Perhaps he has spent too many hours working. Should we give him the day off? He does look tired.

d. That dress adds something to her and makes her look cute.

e. Every time I plan a picnic the gods open the heavens and it rains.

2+ (Challenging task)

Write a text in which you explain what effect has been created in each sentence (task 1) by using the synonym.

--- 205 to 349

3+ (Challenging task)

The three adjectives in each line are similar in meaning, but with different connotations – negative, positive or neutral. Choose the word that you feel best fits the sentence. Then write a sentence explaining your choice of word and what effect it has on the sentence compared to the other two choices (connotation).

a. stubborn – persistent – persevering

We never came to a final conclusion because Joan was a ... woman.

b. timid – shy – modest

Mary would never ask her boss for a raise because she was far too ...

c. thrifty – miserly – stingy

Tim was a very ... character. If you asked him for a loan his ears would go deaf and his skin ash white.

d. sensible – timid – cowardly

John was far too ... to jump over the wall. Who knew what was on the other side?

4+ (Challenging task)

Look at these sentence pairs and explain the change in perception in the second sentence due to the change in verb.

a. I ran to catch the bus. | I sprinted to catch the bus.

b. He cried when Brann lost to Sogndal. | He wailed when Brann lost to Sogndal.

c. The politician was asked some questions about financial contributions to his campaign. | The politician was bombarded with questions about financial contributions to his campaign.

5

In the sentence pairs below, you can see how a sentence is changed by the choice of words. Explain the difference in meaning for each sentence pair:

a. The freedom fighters bombed the train station. | The terrorists bombed the train station.

b. The football fans charged the pitch. | The football hooligans charged the pitch.

c. The politician's personal assistant explained the reversal of the vote. | The politician's spin doctor explained the reversal of the vote.

d. He walked into the room. | He barged into the room.

e. Sir Robert Huntington-Smythe was an eccentric old man. | Sir Robert Huntington-Smythe was a pompous old man.

f. He looked at me. | He glared at me.

6

Find the adjectives in the sentences below. Then replace the adjectives with others that intensify the text.

a. Susanne was angry with Peter because he was too slow.

b. The Cypriot pilot had some trouble reading the difficult manual.

c. They faced big problems.

d. My friend was excited about meeting me.

e. Tim was quite surprised to see me standing there in the dark.

xxx4 Task 7 (Challenging task)

Now choose three of your changes (task 6) and write an explanation of how your choice of adjective intensifies the text.

--- 206 to 349

8+ (Challenging task)

Read the four texts below and indicate whether you think they are expressive or objective texts, using any language clues you can find to help make your point.

a. The most valuable coin in the world sits in the lobby of the Federal Reserve Bank of New York in lower Manhattan. It is Exhibit 18E, secured in a bulletproof glass case with an alarm system and an armed guard nearby. The 1933 Double Eagle, considered one of the rarest and most beautiful coins in America, has a face value of $20 – and a market value of $7.6 million.

b. Tm going to turn off the weather channel. I am tired of hurricane warnings. I say to Mother Nature, "Bring it on! And get it over with!" The TV warnings are making me a nervous wreck.

c. I came of age in an era in which high heels were denounced as instruments of male oppression. They hobble, damage the feet, distort the tendons in the leg and are deliberately painful, like corsets and all the other constraining female garb that men, not coincidentally, do not have to wear,

d. Parliament held an unscheduled Saturday session to debate the broad outlines of a bill that would create a government watchdog aimed at combatting the endemic corruption plaguing India.

9+ (Challenging task)

Two politicians had a different take on the riots in British cities in the summer of 2011. Write a paragraph in which you describe how the language of the two texts differs and reveals the political leanings of the two men.

Robert Port:

Disadvantaged youths ran around the streets. Windows were broken, some merchandise disappeared from stores and some fires broke out. The unhappy and unemployed young people were expressing their feelings about their difficult situation in the hot summer weather. Who could blame them when they were living in a class-divided society of excessive consumption that they could not take part in?

James Elliot Starboard:

Young louts rioted in the streets. They broke windows, looted stores and committed acts of arson. Having probably dropped out of school, these unemployed and probably unemployable yobs were out for a bit of perverted fun in the middle of summer because they had nothing else to do. They were rioting out of spite, too lazy to do what it takes to be successful and happy in our great society.

--- 207 to 349

# xxx1 Chapter 5: A World of Opportunities – International English in Educational and Working Life

Competence aims in focus:

The aims of the studies are to enable pupils to

-- locate, elaborate on and discuss international educational options and employment options

-- give an account of fundamental principles for constructing texts in a variety of genres

-- write coherent, well-structured texts on general, specialized and literary subjects

-- analyse linguistic tools in different kinds of texts

-- present a major in-depth project on a topic from International English or another subject from their own programme area and assess the process

(Translation: udir.no)

--- 208 to 349

Before reading: In class, make a list of English-speaking countries. Sit in groups of four and list three important and attractive features about each of the countries on the list, for example, the beautiful scenery, the standard of living, the quality of education, etc. Which of these countries would you prefer to go to if you had the chance to work or study there? Explain your choice.

## xxx2 Introduction: People in Motion

People have moved to improve their economic conditions throughout history. Today, workers are crossing borders and students are studying abroad in larger numbers than ever before. New developments in politics and technology are speeding up the exchange of goods, services, information, ideas and people across regions of the world – as we have described in earlier chapters. The World Migration Report estimates that there were 214 million international migrants in 2010.

### xxx3 Emigration – Immigration – Migration

-- An emigrant is someone leaving a country.

-- An immigrant is someone entering a country.

-- A migrant is someone who moves from one area to another.

Basically this means that the same person could be called an emigrant, an immigrant or a migrant, depending on the perspective. If you leave Norway to go to America, you will be an emigrant seen from a Norwegian perspective. But for your new American neighbours you will be an immigrant. The word migrant is often used for people who work or study for relatively short periods of time in a country before moving on to another. So an immigrant worker has come to stay, at least for the foreseeable future, while a migrant worker follows where the jobs are.

### xxx3 Education abroad

One way to learn English is to immerse yourself in the culture of an English-speaking country. If you work or study in a country where English is the mother tongue or one of the mother tongues, you will be exposed to English all the time. You will study in English, socialize in English and shop in English.

--- 209 to 349

Many Norwegian students understand the importance of taking at least part of their education abroad. The statistics in Table 1 show that in 2010, 13 555 Norwegian students were studying abroad. Table 2 refers to students registered in degree studies. In 2009/10, a total of 12 956 Norwegian students were studying for a degree abroad.

Tabel 1: Students in terriary education in Norway and Norwegian students abroad, by gender

(Tertiary means education that comes after upper secondary education.)

|  |  |
| --- | --- |
|  | Total |
| Year | 2000 | 2009 | 2010 |
| Total | 199 930 | 235 300 | 241 302 |
| Norwegian students abroad | 13 928 | 12 380 | 13 555 |

|  |  |
| --- | --- |
|  | Men |
| Year | 2000 | 2009 | 2010 |
| Total | 80 951 | 92 656 | 96 033 |
| Norwegian students abroad | 6 037 | 5 033 | 5 424 |

|  |  |
| --- | --- |
|  | Women |
| Year | 2000 | 2009 | 2010 |
| Total | 118 979 | 142 644 | 145 269 |
| Norwegian students abroad | 7 891 | 7 347 | 8 131 |

(Source: see p. 350)

Table 2: Norwegian students in degree studies abroad, by country (top ten)

|  |  |  |  |
| --- | --- | --- | --- |
| Country | 1992/93 | 2000/01 | 2009/2010 |
| Total | 8923 | 15.510 | 12.956 |
| UK | 2195 | 3928 | 3085 |
| Denmark | 675 | 1901 | 2292 |
| Australia | - | 3062 | 1402 |
| Poland | 10 | 327 | 1269 |
| USA | 2305 | 1699 | 1013 |
| Sweden | 1096 | 881 | 791 |
| Hungary | 10 | 630 | 698 |
| Netherlands | 158 | 572 | 345 |
| Slovakia | - | - | 265 |
| Czech Republic | - | 53 | 251 |

Margtekst: Foreign food

The Japanese eat very little fat and suffer fewer heart attacks than the British.

On the other hand, the French eat a lot of fat and also suffer fewer heart attacks than the British.

The Japanese drink very little red wine and suffer fewer heart attacks than the British.

The French and Italians drink excessive amounts of red wine and also suffer fewer heart attacks than the British.

Conclusion: Eat and drink what you like. It's speaking English that kills you.

--- 210 to 349

Table 2 also tells us that the country with the most Norwegian students continues to be the United Kingdom, where top-level universities attract students. Another factor that might explain the popularity of the UK is its relative proximity to Norway; home cooking is only a 90-minute flight away. The high placement of Poland and Hungary may be attributed to Norwegians studying medicine in these countries because of limited places for medical students in Norway. English is often the language of instruction in universities in such countries.

### xxx3 Working abroad

Europe has a high degree of mobility of workers. Some countries receive thousands of foreign workers, while others are experiencing a drain of their skilled workers to countries that can offer more work or better pay. Free flow of labour means that workers can go to where the jobs are, contribute with their labour and support their families. In some cases foreign workers are supplementing domestic workforces that are unable to supply the job market with enough skilled workers on their own.

But domestic workforces can also feel threatened by a heavy influx of foreign workers, who may be willing to work for lower wages. In the United Kingdom, for example, some local workers complain about not being able to get jobs, and self-employed people complain about having to drop their prices, which is threatening their livelihoods.

### xxx3 The future

Today there is a high degree of migration and many students are spending time abroad. What impact might this have in the future? Could this contribute positively to the global society? Will nationality cease to be important? Or will there be a backlash against the influx of foreign workers and foreign students? Where will people feel their home is – where they were born, or in the country where they live?

Spot check:

a. How many people in the world today live in another country than the one they were born in?

b. What are some important reasons for the high number of migrants?

c. How many Norwegians studied abroad in 2010?

d. Why is the UK a preferred place to study for Norwegians?

e. What are some positive and negative effects of Europe's high degree of mobility of workers?

### xxx3 Glossary

Glossary page 208

goods: varer

to estimate: å anslå

to immerse: å dukke ned i

to be exposed to: å være eksponert for / å vere eksponert for

Glossary page 209

degree: grad

Glossary page 210

proximity: nærhet/nærleik

to attribute: å tilskrive, å tillegge

drain: tapping, tømming

to contribute: å bidra

domestic: hjemlig, innenlandsk / heimleg, innanlandsk

influx: tilstrømming/ tilstrøyming

livelihood: levebrød

impact: innvirkning/ innverknad

to cease: å stanse

backlash: motreaksjon

--- 211 to 349

### xxx3 Tasks

1 Discussion

Work in groups of four.

a. Discuss the positive and negative aspects of opening borders to foreign workers.

b. Discuss subjects you could be interested in studying in the future. What draws you to these subjects and what future careers might they lead to?

2 Working with statistics

a. Answer the following questions (see statistics on p. 209):

-- What are the gender trends when it comes to Norwegians studying abroad?

-- Compare the statistics for students studying abroad in 2009/10 and 2000/2001. What does this comparison tell you? Can you think of any reasons behind this trend?

b. Use the statistics to make three statements about trends in international studies.

Example: There was a dip in the number of Norwegian students studying abroad in ...

3 Analysis

a. Analyze the two texts below. Write a paragraph explaining what kind of text each is (see p. 202). Use at least two examples from each text in your explanations.

1. English in studies: International English gains in importance when people leave their countries, not only for the sake of business and pleasure, but also for study purposes. Education has compounded the role of English. Should a person move to another country to study, he or she will have to use English as the medium of study. This is because the individual will not be able to learn a subject in the local language of the country. English is the linguistic means to the education and career end. This reinforces the importance and prevalence of English.

2. I really dig studying in English. I learn the language better and I understand the subject well. Some of my co-students are not very strong in English so I find I'm helping them with their English. And hey, guess what? Teaching is one of the best ways of learning! Really cool. Lol.

b+. (Challenging task) Barry Silver is a right-wing politician in the USA. In the text below he makes a plea to his voters. How has he used language to stake out his position and try to win the reader's sympathy? Write a short comment.

Patriotic Plea

There are more than 200 million migrants moving all over the globe and some of them will be looking for your job. And our government is prepared to let them take it. We need to think very carefully about our future. Do we want a country run by weak-kneed liberals, where English is a foreign language? Or do we want a country that proudly carries on the traditions of our forefathers? I think the choice is obvious. I hope you feel the same.

4 Quick research

a. Find the NationMaster website at access.cappelendamm.no. Use the comparison search box to compare facts about your preferred country (chosen in the pre-reading exercise, p. 208) with Norway. Choose five interesting categories, e.g. labour, crime, democracy, mortality, lifestyle, etc. Write a brief report based on what you have learned.

b. Find the ranking of the top five universities in three English-speaking countries. Working in pairs, choose one of the universities and prepare a short oral presentation on the qualities of the university.

--- 212 to 349

Before reading: In the following you are going to hear four young adult Norwegians talk about the role English plays in their work and studies. Take notes to help you understand the comprehension questions.

## xxx2 English – Norway's Second Language (or Was It First?)

### xxx3 Glossary

Glossary page 213

to pursue: å følge, å drive med

political science: statsvitenskap/statsvitska

science: naturvitenskap, realfag / naturvitskap, realfag

skill: ferdighet / ferdigheit, dugleik

stereotypical: forenklet, klisjéaktig / forenkla, klisjéaktig

original: opprinnelig/ opphavleg

### xxx3 Tasks

1 Main content

Write one sentence for each of the people interviewed summing up the role of English in their studies or work.

2 Details: who?

Answer the following questions using the notes you made while listening.

a. Who says humour is a bigger challenge than language?

b. Who says that lectures are given in English? What reason is given?

c. Who is critical of the dominance of English in Norway?

d. Who mentions that English is not the only foreign language worth learning?

e. Who purposely avoids mixing with Norwegians?

f. Who says that specialist vocabulary is not the main problem when reading textbooks in English? What is the main problem?

g. Who has been taken for a native speaker?

h. Who gets to travel most? i Who has the strongest connection to an English-speaking country?

3 Discussion

Talk about the following:

a. Some people believe there should be more – and earlier – teaching of English in Norwegian schools to meet the challenges of an increasing use of English. Do you agree? Why/why not?

b. "All the big ideas will be reserved for English," says Helen. What do you think she means by this?

c+. (Challenging task) Do you think there are any disadvantages to the increasing use of English in Norwegian working and academic life? Explain your views!

d+. (Challenging task) Gaze into your crystal ball and imagine what Norway will be like in 50 years' time as regards language. What will the role of English be? What will the role of Norwegian be? What will Norwegian be like? (For example: Will there be even more "borrowed" words?) Do you like what your crystal ball shows you?

4 Vocabulary (Challenging task)

a. You may encounter many new words when you start looking into applying to an educational institution abroad. Look up the following words and write down a definition for each: admissions, matriculation, undergraduate, sophomore, freshman, criteria, eligibility, conditional offer, firm offer, deferral

b. In pairs, take turns explaining the words to each other.

--- 213 to 349

Before reading: Before reading this text discuss with a classmate what you think the advantages will he from studying or working abroad. Make a list of the advantages you can think of.

## xxx2 Focus: Education and Work – International Perspectives

There are many and varied education opportunities abroad. Norwegian students often attend higher education in another country to pursue special studies. Trends change over time, but currently some of the more popular studies programs abroad are Crisis and Risk Management, Political Science, International Relations, International Law, Business Administration and advanced science and engineering subjects. Top-rated universities are of course the most popular, but Norwegian students are studying in all sorts of educational institutions around the world. One of the challenges they face is a new culture both when it comes to a new college system and the country itself.

### xxx3 Advantages of studying abroad

Living in a native-speaking environment can provide you with skills in everyday English that can be very useful in such fields as business and politics. After all, in many cultures, business and small talk go hand in hand.

International studies can also improve your cultural understanding. Not only will you learn about another culture first-hand, rather than having it filtered to you by journalists, teachers and television presenters, but you will also see your own country from a new perspective. This can be an excellent way of preparing for a career in the global society. Cultural understanding is an important part of globalization. Learning about a different culture from the inside, and looking at your culture from the outside, can make you more tolerant and aware of the differences between people. Many Americans, for example, feel that Norwegians often have rather stereotypical views of the US. Living in America for a time might broaden your perspective. Or perhaps some of your original impressions will be confirmed?

Studying abroad, you will meet people from other cultures in personal, social, political, business and professional settings. The more cultural awareness you have, often called intercultural savvy, the more capable you will be in the international workplace, and this will increase your chances in a competitive job market.

--- 214 to 349

xxx3 Back to school but far from home

When she goes back to school, Linda Kristiansen will have to mind her sirs and ma'ams.

They don't come up often in her native Norway. Linda is used to calling her professors by their first names.

"It wouldn't be any disrespect," she said. "It's just the way the society in Norway is."

Not so in Canada, where she's heading into her first day at Brock University after just a few weeks in the country.

Kristiansen, from Bodø in northern Norway, came to Canada to study comparative literature and art. For her it will be her first day of classes in a foreign country, living alone thousands of kilometres from family and friends.

Speaking just five days after arriving in Canada, she said she was nervous about her first day at Brock. Call it culture shock — one of the heftiest hurdles facing students from abroad, according to Brock international services director John Kaethler.

He said students might know the basics about Canada, but the little things they don't expect can throw them for a loop.

"With any shock at all, it's the unexpected," he said. "When you grow up in your own country, you've never left your own country, there are certain assumptions you make that everyone does it this way."

But Kaethler said new students are often overwhelmed by Canada's academic culture. Speaking English helps, he said, but sometimes they can be tripped up by accents or slang terms. They can be unsure when to take notes and when to listen. And they're often bowled over when they get their schedule on Day 1 and the exam has already been booked.

"The big challenge I would say, of course, is being away from their families, their homes, their food, their country, their culture — most for the first time in their lives."

Kristiansen earned a bachelor's degree in the Norwegian city of Trondheim and was struck by the differences between school there and Brock. She's anxious about her first day of class — she'll be thrown right into the deep end, required to deliver a 10-minute mini-lecture: "I'm a bit nervous about that. It's going to happen on the first day. I can't just come in and sit down and listen to the professor."

That in itself is a change.

Kristiansen said she was flummoxed to learn she'll be marked on participation in class. In Norway, she said, students can just listen in silence if they wish.

With the big day looming, Kristiansen said she was looking forward to it.

"Now that I'm here, I just want that first day to arrive," Kristiansen said. "I think I'm going to be alright."

Tasks

Discuss in groups.

a. Which differences in the approach to school is Linda already aware of?

b. Imagine that someone is coming to your class from a foreign country. What aspects of your schooling do you think might appear strange or different to an outsider?

--- 215 to 349

Another argument in favour of international studies is of course the quality of the universities. Diplomas from top-flight institutions will certainly give you a leg up on many other job applicants. The institution you attend may use different teaching methods and approaches than what you are used to in Norway. This can add a new dimension to your studies program and point out new ways of learning and acquiring knowledge. And sometimes you will find study programs abroad that do not have a strong tradition in Norway.

Finally, let's not forget that for many young Norwegians, studying abroad is the first major step in learning to stand on their own feet. Of course you do not need to travel abroad to leave the nest, but doing so will give you the opportunity to forge new and lasting friendships with people from other parts of the world. You will be well on your way to being a true global citizen.

### xxx3 The other side of the coin

Culture shock and homesickness are two problems that might arise if you study abroad. Perhaps the culture is too different, the natives appear to be unfriendly or unhelpful, or perhaps you just miss your friends, family and culture too much.

In addition, university studies abroad are often quite expensive. The Norwegian State Education Loan Fund will lend money and provide grants for studies abroad. But loans have to be paid back, so how expensive can your studies be before you really feel the pinch?

--- 217 to 349

Undergraduate studies at the University of Cambridge, for example, have international fees of around NOK 110,000 for a course of studies. That represents a major investment. On top of the school fees, you will also have meal and entertainment costs to worry about.

Another option is to attend an educational institution in a foreign country, for example Poland, where English is not the native language but is the language of instruction. This can raise some interesting problems. How good is the English of your co-students who you will be working with? How good is the English of your instructors? Might the English that is used become a simplified, lowest-common-denominator English?

Another issue when studying abroad is deciding where to live. If you live in student accommodations you will be spending most of your time within the student community, which might not be that representative of the population at large. If you really want to learn about the culture, perhaps you should live off campus.

Spot check:

a. What are the reasons in favour of studying abroad?

b. What is meant by intercultural savvy?

c. What problems might arise if you choose to study abroad?

### xxx3 Joining the global business experience

Business is changing with globalization. Companies are reaching into international markets more than ever before. This requires good language skills and intercultural savvy. Norway's well-educated workforce scores high on these points, and this means that Norwegian workers can find good opportunities abroad. Norwegian professionals and experts in such fields as oil exploration, mining, logging, fisheries, construction, heating, recycling and telecommunications are also popular with recruiters and headhunting companies.

Opening to new opportunities often means that companies welcome foreign workers from potential partner companies into their midst and send some of their workers abroad. In Europe, the EU and EEA agreements are also increasing the flow of workers, so thousands of flexible workers move to where the jobs are, across national borders. The workers who choose to come to Norway in search of employment rarely have Norwegian language skills when they arrive. English is most often their bridge into the new society.

The main reasons for choosing to work abroad are much the same as for choosing to study abroad. You may find job opportunities that are not available in Norway. You will gain experience in your field in a different environment where you might learn new approaches and encounter more chances to develop in your profession.

--- 218 to 349

xxx3 Europe's push to teach in english creates barriers in the classroom

An increasingly common type of classroom in Europe is one with few native English speakers but where English is the language of instruction. Philipp J.H. Schröder, a popular professor of economics at Aarhus University, estimates that about 80 percent of his teaching is now in English, but he has few illusions about how fluent he truly is: "I have frustrations in English," he says.

He is not alone. As universities across Europe offer more programs in English to attract an international student body and raise their international profiles, the growing pains are becoming evident. Some students complain that their professors' language skills are not classroom-ready. Some professors complain that their students, many of whom come from different countries and cultures, aren't adapting well to their new environment.

Many argue that adopting English as a lingua franca imperils other languages and creates classrooms and lecture halls in which cultural differences hinder communication and comprehension. Even supporters of the practice acknowledge that the swift embrace of English has often taken place with insufficient preparation, and that universities must do more to deal with the complications that can arise.

Even universities in Britain, which attract more overseas students than do those in any other country in Europe, "need to address the fact that they can't just teach in English the way they teach native speakers," says Karen M. Lauridsen, an associate professor at the Aarhus School of Business and Social Sciences. "They also have multilingual, multinational classrooms."

Mr. Schröder says the dynamic in his classrooms is similar to what he observes at academic conferences, where few people are native speakers of English. Discussion tends to settle around what he describes as "a lowest common denominator."

Mr. Schröder's own experience is a good example of this problem. He recently co-taught a one-day course with a native English speaker. One of the students praised his language abilities on the evaluation form, saying he couldn't even understand the other instructor.

"For these audiences," he observes, "my having an accent and using more limited vocabulary is not necessarily a disadvantage."

(Source: seep. 350.)

Tasks

a. The title of this article mentions some new "barriers" that are created in the classroom. What kind of barriers are these?

b. What long-term effects do you think this development of international English classes will have on English?

c. Check your last self-evaluation report (see our website). How well do you think you would do with your current English in an international education environment?

--- 219 to 349

You will of course improve your English-language skills and improve your cultural awareness. You might be able to earn more money in places where your skills are highly regarded. Working abroad will also look good on your CV and open many doors for further opportunities.

### xxx3 Migration problems

There are many examples of foreign workers who are exploited in what is for them a strange country. They work in conditions that native workers would not accept and by law cannot accept. They may work for less pay and may also become part of the "black economy". On page 187 there is more abour trafficking, one of the worst forms of exploitation in the black economu.

Another problem is that work migration can put pressure on welfare systems. For example, how many welfare benefits should foreign workers and their families be eligible for? In the UK some workers with families have been reluctant to return home during bad times as welfare benefits are higher in the UK. Another issue is what happens if later in life workers return to their native country and continue to collect their benefits (e.g. earned pension benefits). This means that too much money might leave the country without recirculating in and benefitting the local economy.

Margtekst: The black economy consists of the buying, selling and producting of goods or services that goes on without the government being informed (an illegal activity), to avoid paying tax on them.

### xxx3 Positive effects of migrant workers

On the positive side, immigrants and migrant workers can supplement a country's labour force at a time when a large proportion of the population is reaching pension age. The British and Canadian governments, for example, are worried that they will not have enough of an economic foundation to pay the welfare costs of an aging population, and are finding that one way to cope is to increase the number of people in the workforce.

When borders are opened for migration between countries, workers can move to regions where they may realise their abilities optimally, and employers can recruit labour internationally, which can raise the skill level of the workforce. Foreign workers can raise the skills of certain trades, introduce new techniques into established trades and supplement trades where the domestic supply of skilled workers cannot meet the demands of the market.

--- 220 to 349

When a large number of migrant workers come from the same country the customs and culinary specialities that they bring with them can be a welcome addition to the local culture. And if or when they return home, they will take with them some of the things they have learned in the country where they have been working. On a positive note, it can be hoped that the more cultures mix together, and the more we learn about each other, the more compatible societies will become.

Bildetekst: Skilled Polish workers have supplemented the Norwegian building and construction trade in recent years

Spot check:

a. What problems have arisen in the global labour market?

b. What are the positive effects of migrant workers?

### xxx3 Glossary

Glossary page 212

level: nivå

daunting: skummelt

turn: formulering

determined: (fast) bestemt

to pay off: å lønne seg

to confess: å bekjenne / å vedkjenne

Aussie: Australian

post-graduate student: her: doktorgradsstudent

thesis: avhandling, oppgave / avhandling, oppgåve

lingo: språk, sjargong

bilingual: tospråklig/ tospråkleg

employee: arbeidstaker/ arbeidstakar

market analyst: markedsanalytiker/marknadsanalytikar

transition: overgang

to lapse: å slå over i (norsk)

Glossary page 214

heftiest: kraftigst/kraftigast

hurdle: hindring, barriere

to throw someone for a loop: å forbløffe, å overraske

assumption: antakelse/ oppfatning

bowled over: målløs, forbløffet / mållaus, forbløffa

flummoxed: perpleks

participation: deltakelse/ deltaking

Glossary page 215

savvy: forstand

to give somebody a leg up å: a hjelpe noen / å hjelpe nokon

applicant: Søker/søkar

to forge: å skape

State Education Loan Fund: Statens lånekasse for utdanning

grant: stipend

Glossary page 217

to feel the pinch: å kjenne pengemangelen

school fee: studieavgift

lowest common-denominator: minste telles multiplum

off campus: utenfor universitctsområdet / utanfor universitetsområdet

mining: gruvedrift

logging: tømmerdrift

EEA (Europan Economic Area): EØS (Det europeiske okonomiske samarbeidsomràdet)

approach: tilnærming

Glossary page 218

fluent: flytende/flytande

growing pains: innkjøringsproblemer / innkøyringsproblem

lingua franca: fellesspråk

to imperil: å true, å sette i fare

comprehension: forståelse/forståing

to acknowledge: å anerkjenne

insufficient: utilstrekkelig/utilstrekkeleg

multilingual: flerspråklig/fleirspråkleg

to praise: å lovprise

Glossary page 219

exploited: utnyttet/utnytta

to be eligible for: å vaere berettiget til, å kvalifisere til / å ha rett til, å kvalifisere til

to cope: å klare, å fikse

optimally: på beste måte, optimal

domestic: hjemlig, innenlands- / heimleg, innanlands-

Glossary page 220

culinary: mat-, kulinarisk

compatible: som passer sammen, tilpasset, kompatibel / som passar saman, tilpassa, kompatibel

--- 221 to 349

### xxx3 Tasks

1 After reading: review

a. Now that you have finished the text, what can you add to your list of advantages to studying or working abroad?

b+. (Challenging task) Write a short text in which you summarise the main pros and cons for choosing to study or work abroad.

2 Discussion

Work in groups of four:

a. What special Norwegian features (for example food) do you think foreign workers might want to take back with them to their native countries?

b+. (Challenging task) Discuss the advantages and disadvantages of having a large number of foreign workers in a country.

c+. (Challenging task) Globalization will continue. Discuss what vision you see of the future when it comes to global education and work possibilities.

3 Analysis

The text in the box on the right is a formal text about cultural issues foreign professionals should be aware of when coming to work in Norway.

a. You have been asked to write a friendly personal letter to a colleague from the UK who will be coming to work in Norway and whom you have had contact with before. (You decide the person's name and gender.)

Cultural Advice: Norway

While most people working in international companies and governmental agencies speak English, it should not be assumed that they understand everything being said, so get written confirmation for all business dealings.

Norwegians tend to keep business and personal relations separate, resulting in a reserved but pleasant business environment.

Punctuality counts in establishing confidence and trust, so be on time. Due to an informal and direct business climate, you can expect easy access to top management, and decisions are made by consensus.

Conservative casual dress is customary for Norwegian business, and in the summer, most people dress for comfort, even to the point of sportiness.

Women in business can be expected to be treated with respect. As in most Scandinavian countries, there is no open discrimination. Norwegian women are found working in every aspect of the business community, holding high positions in government agencies and other organizations.

--- 222 to 349

Write a text in which you convey the information in the box below in a more informal way. Then write a short paragraph in which you explain at least two changes you have made to make the text more personal.

b+. (Challenging task) Based on your discussion in task 2c above, write a text called "My Vision of the Future". Choose the genre in which you wish to write this text. Also write a paragraph in which you explain some of the genre features you have included in your text.

4 Vocabulary

In most English texts you will find idioms and other constructed expressions/phrases that might be difficult to understand. Write down an explanation of each of the phrases below, taken from the text in this section. Explain what they mean in the context in which they are found.

-- throw them for a loop

-- tripped up

-- bowled over

-- thrown right into the deep end

-- leg up

-- stand on their own feet

-- leave the nest

-- feel the pinch

-- the other side of the coin

-- lowest-common-denominator English

-- growing pains

-- off campus

5 Taking action

Contact a local company and ask them if they need to use English in their line of business. If so, for what purposes? Report back what you learn.

6 Quick research

Choose one task:

a. Look up more information about Brock University. What are its specialties? How does it try to "sell" itself as a university of choice?

b. Find more information on cultural savvy. Make a checklist of things to remember for the cultural savvy businessperson.

7 Writing

Choose task a, b or c:

a. Read the text on pp. 223-224. You have a friend who has finished her education and is eager to work abroad. Write your friend an e-mail in which you tell her about the Young Professional programme that you have read about in the "Canada Calling" text.

b+. (Challenging task) Read the text on pp. 223-224. Choose a profession and write a letter of application for this programme in which you state why you want to work in Canada. (See Toolbox on or website for letter of application.)

c+. (Challenging task) A multi-millionaire, Trond Nordmann, is granting funds to young Norwegians who want to study abroad. He has asked that each potential candidate write a text describing reasons for wanting to study at an institution abroad and their career plans when they return to Norway. Choose a top-ranked university (search the net or use one from the Quick Research exercise on page 211) and write your text.

--- 223 to 349

Canada Calling!

If you're a Norwegian citizen and are between the ages of 18 and 35, you can gain valuable professional experience working for a Canadian company. This will give you an opportunity to:

-- work with people from diverse cultural backgrounds;

-- learn new approaches based on different perspectives;

-- experience Canada to its fullest!

Why not travel and work abroad through International Experience Canada (IEC)?

In the global economy, being a highly skilled professional with diverse international experience will only make you more marketable in an increasingly competitive job market.

Canada has a Memorandum of Understanding with Norway that enables the Government of Canada to issue work permits to Norwegian citizens who wish to travel and work in Canada for up to one year through International Experience Canada.

Eligibility Criteria for the Young Professionals Category

The Young Professionals category is designed for Norwegian citizens, particularly graduates of post-secondary educational institutions in Norway, who wish to further their careers by gaining work experience under a pre-arranged contract of employment in Canada (maximum 12 months).

--- 224 to 349

To be eligible for the Young Professionals category, you must:

1. be a Norwegian citizen who normally resides in Norway;

2. be between the ages of 18 and 35;

3. have the equivalent of C$2,500 (approximately NOK 14,000) to help cover your expenses at the beginning of your stay;

4. be prepared to take out health-care insurance for the duration of your stay – you may have to present evidence of this insurance when you enter Canada;

5. pay a participation fee that is equivalent to C$150;

6. have received a signed letter of offer or contract of employment in Canada that is related to your field of professional expertise (degree and/or work experience) and that supports your career development; and

7. not have participated in the Young Professionals category before. As a Norwegian citizen, you may participate in International Experience Canada only twice and each time under a different category.

Imagine working at a university in Newfoundland, a design firm in Montreal, or a business in Calgary... The possibilities are as endless as the experiences you can add to your resume!

--- 225 to 349

Before reading: Making up your mind about education, work and a career is not supposed to be easy. For a start, there is too much to choose from and so many colleges and universities. Now meet some young Norwegians and learn about the choices they have made.

## xxx2 Taking off

Marianne

Marianne has decided that she eventually wants to be a boss, someone who takes decisions and really makes a difference. This means she will need a good education.

Read more about Marianne at aecess.cappelendamm.no.

Mona

More and more women are making what used to be called untraditional career choices. Mona wants to "think outside the box" and has decided to study in the field of industrial design. This mixes her interest in design with technology.

Read more about Mona at access.cappelendamm.no.

Carl

Carl wants to find a field of studies where he can pursue his interest in philosophy, but he is worried that philosophy itself might offer few career opportunities other than teaching.

Read more about Carl at access.cappelendamm.no.

Elisabeth

Elisabeth is unsure of what to do. She has been a little tired of school but eventually wants to continue her studies. She thinks she needs a break from school and needs to try something completely different.

Read more about Elisabeth at access.cappelendamm.no.

--- 226 to 349

Before reading: Conditions may be basic, but competitive prices and good standards of education in India are attracting many learners from East Asia who want to consolidate language before heading on.

If you were to attend a language course in English, which country would you choose to do it in? Why this country?

## xxx2 Koreans Go to Woodstock – to Learn English

by Maseeh Rahman, Guardian Weekly

Rahman Jinju, often described as South Korea's most beautiful city, is an education hub, with many high schools, community colleges and universities. It seems strange, therefore, for a teenager from the city to leave his parents and study in a boarding school in an alien land thousands of kilometres away from home.

Yet this is just what Sang Hyeon Cho, an 18-year-old 1 lth-grade student at the Woodstock School in Mussoorie, northern India, is doing.

He is not alone. There are hundreds of east Asian, especially South Korean, children enrolled in schools across India, pining for home food while persevering with their studies. And the reason for their extraordinary conduct can be summed up in what to them is almost a magical word: English.

"A large part of Asia now sees English as an important vehicle for economic advancement," said Abhrajit Bhattacharjee, development director at Woodstock. "Our ESL [English as Second Language] programme is a very big factor in wooing students to the school."

Woodstock, nestling in the Himalayan foothills, has 63 students from Korea. It also has 14 Thai, nine Vietnamese, seven Japanese and two Taiwanese boarders, all enticed by the same dream: learning English. South Korea's embassy in Delhi records 1,100 boys and girls studying in 43 schools across India. The number was even higher three years ago.

"Korean parents top the world in their desire to give their children a good education," said Taeyeong Jun, a Korean dorm master who joined Woodstock three years ago with his piano-teacher wife Mijung Park after getting a degree in divinity from Belfast. "It's very common in Korea – you may be heavily indebted, yet you're willing to pay high educational fees for your children."

Whenever necessary Jun and Park, whose two children also study at Woodstock, provide a sense of home in a foreign land to boarders like Cho. "For young people, the most difficult thing is the food," said Park.

In some cases, entire families have relocated to India so that the children don't miss the home environment while they get educated in English.

"We shifted to India because we like the country and thought we will get quality education at reasonable price," Seung Chang Ha, 39, a Korean who earlier worked for a German trading firm, told the PTI news agency in Chandigarh city.

Ha's two children are enrolled in the local British School, in nursery and grade one, while his wife Kun Young Seo is also learning English. "The British School here already has 34 foreign students including 20 from Korea, 10 from Thailand and four from Iran," he said.

Prime Speech Power (PSP) is a Korean-owned English language institute in Gurgaon, near Delhi, that conducts three-month intensive courses for older students in their early 20s. It enrols up to 100 students from Korea at any time. South Korea today has many such institutes and, unlike in India, these have native English speakers as teachers.

--- 227 to 349

But they are twice as expensive as in India, have a very high student-teacher ratio and there's no opportunity to use the language outside the classroom. "Sometimes, even private tuition at home can be a waste of money, said Jun.

So they happily come to India even though, as PSP manager Lee Nae-Sook put it, it can be "hot, dusty, dirty, like Korea in the 1970s, with terrible roads and auto-rickshaw drivers who try to fleece you". A 12-week course at PSP with five hours of daily tuition, including one-on-one, costs just $4,500. This also pays for shared accommodation, all meals and a yoga class.

"India has very kind teachers, like mothers, which is important in a foreign place," said Nae-Sook. The pronounced Indian accent of some can be a problem, though, so PSP likes to employ women teachers educated at American mission schools in north-eastern India.

But why do Korean and other east Asian parents send their children to India and not to countries where English is the majority language such as the UK, the US, Canada or Australia?

Teachers, students and administrators list three main reasons: Indian schools are cheaper than, say, in the UK or Australia; many schools in English-speaking countries don't offer ESL; and even though India can be a difficult place to live in, it is seen as an emerging economic powerhouse. Yet almost all students also see India as just a stepping stone for higher education and jobs in English-speaking countries, especially in the US.

Cho's odyssey is instructive. Twice rejected by Woodstock, he was sent to a school on Australia's Gold Coast. English language teaching there wasn't intensive enough, he felt, and he was also unhappy with his accommodation with a local family. He finally got into Woodstock a year ago, and feels more positive about the future now – after military service, he wants to study business management in Europe and work abroad for a time before returning to Korea. "The important thing is to know English," he said. "The accent doesn't matter."

His Vietnamese classmates, Minh Le and Hung Nguyen, both 17, nod in agreement. Though Minh Le studied French for seven years in Hanoi, he opted for English and Woodstock as "my older sister, who studied in Indiana, advised me that English is a more universal language". He plans to study business management in the US or Canada.

But the number of students coming from South Korea has been on the decline during the last three years as word has got around that not all Indian schools provide quality education.

"Many new international schools have magnificent infrastructure, but the quality of teaching is poor," said embassy consular assistant HH Kim. "If schools don't employ better-trained teachers then Koreans may no longer be interested in sending their children to India. Only a few good schools like Woodstock will continue to attract students."

Spot check:

a. Why are children from East Asia enrolling in schools in India?

b. What is typical of Korean parents' attitude to education?

c. What advantages does India have over countries that have English as a native language?

d. What are the problems of learning English in India, seen from a South Korean perspective?

e. Why does the language institute prefer teachers who have been educated at American mission schools?

f. Why has the number of South Koreans coming to India declined in the last few years?

### xxx3 Glossary

Glossary page 226

to consolidate: å styrke

hub: senter

alien: fremmed/framand

to pine: å lengte

to persevere: å holde ut / å halde ut

conduct: oppførsel

vehicle: instrument

advancement: framskritt/framsteg

to woo: a lokke

enticed by: fristet av / freista av

dorm master: internatleder/internatleiar

divinity: teologi

indebted: forgjeldet, i gjeld / forgjelda, i gjeld

to relocate: å flytte

to conduct: å lede / å leie

Glossary page 227

student-teacher ratio: antall studenter pr. lærer / studenttal pr. lærar

private tuition: privatundervisning

rickshaw: sykkeldrosje

to fleece: å fla, å plyndre

odyssey: reise

instructive: lærerik

decline: nedgang

--- 228 to 349

### xxx3 Tasks

1 After reading

Looking back to the pre-reading task, was India among the countries you considered as a place to study English? If not, why not? Has the article made you more or less positive to the idea of studying English there?

2 Main ideas

a. What does the article tell us about Korean values?

b. What does the article tell us about India's position in the English-speaking world?

3+ Analysis (Challenging task)

Write a comment on what aspects of the text make it a typical feature article (see p. 344).

4 Vocabulary

Show that you understand the following phrases from the text by rephrasing them (in English).

a. children ... pining for home food while persevering with their studies Example: children who are homesick for their mum's cooking while they work hard at their studies

b. a very big factor in wooing students to the school

c. entire families have relocated to India

d. you may be heavily indebted

e. an emerging economic powerhouse

f. Cho's odyssey is instructive

g. he was unhappy with his accommodation

5 Discussion

Talk about the following:

a. What is your reaction to the sacrifices made by these students and their families? Would you be prepared to do the same? Explain.

b+. (Challenging task) What advantages do young learners of English in Norway have over those in countries like Korea, do you think?

6 Quick research

Choose a school in India that offers English tuition to Asian students. Find out about the courses they offer, the accommodation they provide, the facilities they have and the prices they charge. Prepare to present your Findings to the class.

7 Writing

Write an application to an Indian language school, either the one you chose in the Quick Research task above or the Woodstock school featured in the article. Your application should include a description of your own language level and needs.

See Toolbox at access.cappelendamm.no for some general information about writing applications.

--- 229 to 349

Before reading: The Soria Moria Hotel is located high on the hills behind Oslo with a spectacular view of the city, the fjord and endless forests to the west. We arranged to talk with five of the employees – people who had found their way to the Soria Moria from different parts of the world.

## xxx2 The Way to Soria Moria

We asked each of them the same two questions:

-- Where did you learn English?

-- How important has English been for you?

Copy the grid below. Leave plenty of space for taking notes. Listen to the audio file at access.cappelendamm.no.

-- The first time you listen: note down the five people's answers to the two questions.

-- The second time: note down other interesting things they say.

### xxx3 Glossary

Glossary page 229

employee: arbeidstaker/ arbeidstakar

waiter: kelner

plumber: rørlegger/rørleggar

refugee: flyktning

textile: tekstil

--- 230 to 349

### xxx3 Tasks

1 Listening for main ideas

Work in pairs. Ask each other questions like in the examples below. Use your notes in the grid to answer. Student A asks five questions and Student B answers. Then switch roles.

-- Where did Khan learn English?

-- How important has English been to Dieter?

2 Listening for details

In the same pairs, help each other to find answers to the following questions. (Listen to the text again if necessary.)

a. Do you think the Italian speaks good English? Explain your opinion.

b. Does the Bosnian consider English to be the most important language for her now? Why – or why not?

c. What is Khan's school background?

d. What is Dieter's attitude to learning English in school?

e. What is Biyaya's mother tongue?

3 Discussion

Talk about the following in pairs:

a. The workers interviewed in this article held service jobs in a hotel. Why would English be particularly important for such jobs? In what other branches of work would a command of English be important in Norway?

b+. (Challenging task) If you could have asked any of the persons here one more question, what would it have been? Compare questions with a classmate. Now take the role of the person being asked a question by your partner. Take turns answering one another's questions. Use your imagination.

4 Quick research

Go to the Statistics Norway website that you will find at access.cappelendamm.no. Study the statistics about persons with an immigrant background employed in Norway and short-term migrants working in Norway. Work in groups of four and choose four facts that you find interesting about the employment of immigrants and persons with immigrant backgrounds in Norway. Present your findings in class.

--- 231 to 349

Before reading: The following excerpt from Hari Kunzru's novel Transmission is an example of the globalization of the workplace. This is also known as "outsourcing"; that is, moving jobs out of Western countries to less expensive countries with a cheaper workforce. It takes place in India in the Mehta family, a family about to have their lives changed by the global economy. The family son, Arjun, has just got a good job as a computer programmer in America. His parents are very proud. So is his sister, Priti, but she is also irritated. They make such a fuss for a boy! Why can't they show the same concern for her? She has just gotten a new job, too ....

Parents often have expectations of what sort of employment is suitable for their children. What sort of employment would your parents be happiest about? Which jobs wouldn't they be happy about?

## xxx2 Transmission

by Hari Kunzru (b. 1969, UK)

[1] Priti loved Arjun dearly. It was good he had finally stopped being such an idiot, but her parents were only going bananas over him because he was a boy. Why should he get chucked on the cheek for every fart and belch, while she made her way in the world with the bare minimum of [5] encouragement? Since she had passed her communication degree, all her parents appeared to want was to marry her off to the first all-four-limbs-possessing boy who wandered through the door.

As it happened, Arjun was not the only one to have a new job. But did anyone care? Did anyone even notice? Finally, after her parents had [10] phoned almost everyone they knew with her brother's news and her father had put the receiver down at the end of a particularly gratifying call to Ahmadabad, she got to tell them.

"What do you mean you've never heard of DilliTel? They're only the most dynamic call centre in the city!"

[15] She explained the New South Wales connection, how she would be "in the hot seat", providing service and support to customers of one of Australia's biggest power companies. Her mother asked why she needed a job at all. Wouldn't she rather stay at home? Her father frowned over his spectacles, grappling ineptly with the fundamentals of modern telecoms. [20]

"What?" he asked. "You mean they call on the telephone here, all the way from Australia?"

"Exactly. These big companies find it cost-effective."

"Cost-effective? It must be like throwing money down the drain!"

--- 233 to 349

"Daddy, they buy capacity. The customers don't pay. They don't even know they are calling abroad. It's such a great job, Daddy. I'll receive training in Australian language and culture. We all have to be proficient in vernacular slang and accent, and keep day-to-day items of trivia at our fingertips."

"Trivia?"

"Sporting scores. Weather. The names of TV celebrities. It adds value by helping build customer trust and empathy. As operators, we even have to take on new Australian identities. A nom de guerre, the manager calls it. What do you think of Hayley?"

"Namda-what?" spluttered Mr Mehta. "Now look here, young lady, what is all wrong with your own good name?"

Her mother nodded in agreement. "Beti, I don't like the sound of this at all. It doesn't seem decent. Why can't you tell these Australian fellows to call you Priti or, better still, Miss Mehta? That would be so much nicer

Priti had been trying her best. The tears would not stay in any longer.

"I don't believe it. I do something good and you throw it in my face. I hate you! I hate all of you!"

"Don't you talk to your father like that," snapped Mrs Mehta, but she was chastising her daughter's departing back.

Mr Mehta looked towards God and the ceiling. "This is what comes of too many TV channels. MTV, lady fashion TV, this, that and what all TV. No daughter would have spoken to her father in such a way when we were having Doordarshan only."

"She's turning into one of these cosmopolitan girls," said his wife. "I think we should find a boy for her sooner rather than later."

(Excerpt)

Spot check:

a. Why is Priti irritated with her parents at the beginning of the excerpt?

b. What is it that Priti finds exciting about the new job offer?

c. Why is she even angrier at the end?

d. Why are Paths parents sceptical about it?

### xxx3 Glossary

Glossary page 231

to transmit: å overføre

fuss: styr

concern: bekymring, omsorg / uro, omsorg

chuck on the cheek: klapp på kinnet

belch: rap

gratifying: tilfredsstillende/ tilfredsstillande

to grapple: å kjempe med

inept: keitete, klumsete

Glossary page 233

capacity: kapasitet

proficient: kyndig, dyktig / kunnig, dyktig

vernacular: dagligtale, folkemal / daglegtale, folkemål

nom de guerre: pseudonym

decent: skikkelig, ordentlig / skikkeleg, ordentleg

to chastise: å refse, å kjefte på

to depart: a forlate

Doordarshan: statskanal for TV

--- 234 to 349

### xxx3 Tasks

1 After reading

Looking back at the pre-reading task, do you think that your parents' job expectations for you are in any way determined by gender? Explain.

2 Main ideas

Explain how the following themes are presented in the excerpt:

a. gender roles

b. the generation gap

c. the changing job market

3 Discussion

a. Clearly Mr and Mrs Mehta expect different things of their daughter Priti than of their son, Arjun. Why is that, do you think? Can you find similar attitudes in Norway?

b. The global economy has changed relationships inside the Mehta family. Explain why the father is confused and suspicious, the daughter angry and the mother worried.

c+. (Challenging task) "The internet has destroyed distance." Discuss this statement and what it will mean for working life in the future.

d+. (Challenging task) Priti has got a job that has been outsourced from Australia to India. Who wins and who loses from outsourcing?

4 Role play

Form groups of four. Select roles and play out the scene – with one difference. Let Arjun be part of the conversation. Decide what viewpoint he has before you begin. Will he agree with Priti, with his parents or neither? Play it out!

5 Vocabulary

Priti says her parents "were going bananas", meaning they were going mad, or behaving madly. Look at the following expressions involving fruit and vegetables and, working in pairs, see if you can guess their meaning:

a. as cool as a cucumber

b. the apple of someone's eye

c. as nutty as a fruitcake

d. a bad apple

e. to buy a lemon

f. a couch potato

g. full of beans

h. like two peas in a pod i to polish the apple

6 Writing

Choose one task:

a. Write two paragraphs that are a continuation of the story. Begin with the words:

The next morning when Priti met her mother in the kitchen, she said, "..."

Tell the reader what happens to her. Does she keep her job? Get a better one? Move away? Get married? Do her parents begin to understand her better? It's up to you to decide.

b+. (Challenging task) Norway is often seen as a leader in the field of equal opportunities for the sexes. In fact, the Norwegian job market is still strongly divided along gender lines. Write an expository essay with the title "The gender-neutral workplace: Are we getting there?" in which you discuss the statistics (provided at access.cappelendamm.no) and present your own view.

7 Analysis

Read about topic sentences on page 146.

a. Decide which sentence in each of these paragraphs is the topic sentence:

b+. (Challenging task) Write a short text where you explain the choices you have made.

--- 235 to 349

Outsourcing

India's success is a result of having one of the largest and best-educated English-speaking populations in the world. This gives the country an important competitive edge compared to – for example – China, where relatively few are able to use English for work purposes. Another reason is that Indian labour is cheap. Foreign companies that move their white-collar work to India are able to save about 40 per cent of their costs. This is called "outsourcing." Thanks to digital communication technology, work may now be co-ordinated across the world.

As a result, new industries have developed in India. For example, new software companies have been able to sell programs to many major companies in Europe and the USA. Another successful industry is the call centre industry. Indians who work in call centres offer telephone support and service in English to customers in foreign countries. Even though the salaries these companies offer their workers may seem small compared to what people are paid in Western countries, they are very good for India.

This new wealth has changed India dramatically. Hyderabad is a good example of this. It used to be a charming but very old-fashioned city. Today it competes with Bangalore to be the high-tech capital of the region. There are busy roads, huge billboards and shopping malls crowded with shoppers. Korean and Japanese car makers are selling more and more cars. In the past you could hear bicycle bells jingling. Today the jingling comes from mobile phones everywhere.

8 Quick research

Find an outsourcing telecommunication centre in India. Find out all you can about:

-- where it is located in India

-- where its customers are located

-- what services it provides

-- how many employees it has at which locations Use the information to make a short report.

--- 236 to 349

Before reading: Imagine two Norwegians who are going to start working internationally. What aspects of Norwegian behaviour do you think they should be aware of? Is there a difference between what a male and female businessperson should consider? Make a list of the things you think are important to consider for both male and female businesspersons.

## xxx2 Getting It Right in Business

When doing business in a foreign country, businesspeople need tips on how to act and communicate in a new culture. How should a Norwegian greet a Japanese or Saudi businessman, for example? There are courses, books, instruction films and etiquette guidelines aimed at helping to prepare for interaction in another country. It is of course always risky to simplify or generalise too much about a country, but sometimes simple guidelines can be helpful.

--- 237 to 349

### xxx3 Talking business

We have looked at the difference between formal and informal written language earlier (see p. 150). When first approaching persons from other cultures it is always best to remain quite formal. Even in spoken language it is important to know the level of formality that is typical for the country you are visiting or planning to do business in. When talking to a British business executive, for example, slang words and abbreviations like "gonna" will probably make a bad impression. Perhaps you can be a little less formal with an American, but what about the Germans, the Japanese or the French? These are things you need to find out beforehand.

Formality includes avoiding the overuse of cliches and idioms which may be confusing to the other party. This means avoiding such expressions as: "It's raining cats and dogs." "Let's see if we can get past "She threw me a curveball."

### xxx3 What do we need to keep in mind?

Most of us sometimes end up in situations where we say and do the wrong things. This is also true in business. Perhaps a Norwegian businessman orders pork for a Muslim guest at a restaurant, only to discover that Muslims do not eat pork. Maybe a European in Saudi Arabia shows the soles of his feet while seated, only to discover that this can be interpreted as a lack of respect. It could be that a non-European thinks that Norway is a part of Sweden or thinks that somebody from Scotland is English. A Norwegian businessperson who goes to France may feel that two-hour lunches are a waste of time, only to discover that the lunch may be more important for a business deal than the business meeting itself.

We can't learn about how things are done everywhere in the world, but it is important to try to be more sensitive to the differences that might exist between cultures. If we are more aware of what often goes wrong in intercultural communication, we will be more able to "mind the gaffe".

--- 238 to 349

Here is a list of things to remember when you prepare to "go global":

1. Think of appropriate things to talk about.

2. Remember to choose things that are not "too Norwegian"; find more international topics.

3. Speak slowly and distinctly.

4. Pronounce your words clearly and avoid too many contractions (shudda, gonna).

5. Read body language, notice how others are reacting to you and to others around them.

6. Take note of how the people you are working with dress, and dress accordingly.

7. Listen to others and learn the art of being an encouraging listener – that means nodding and agreeing softly with the person you are speaking with.

8. Be aware of cultural differences. If in doubt, check with other people who have visited the country you are travelling to.

### xxx3 The business of communication

In addition to learning tips on how to behave and how to speak, communication itself can be quite a challenge. Many years ago Chevrolet tried to market its Chevrolet Nova car in Latin American countries. Sales were disastrous. The reason was that in Spanish "no va" means "does not go" or "does not run"! Similar blunders can have the opposite effect. McDonald's, for instance, discovered that in French Canadian slang "Big Macs" means large breasts. Unlike the Chevrolet Nova in Latin America, "Big Macs" sold very well in Canada!

An American businessman concluded a meeting with a Japanese customer by saying, "Well, our thinking is in parallel." By that he meant that they were thinking along the same lines. He heard nothing more, though, because when the customer looked up the word parallel in his dictionary it said parallel means "two lines that never touch". The Japanese customer thought the American meant that they were in total disagreement!

Besides pure language issues, problems in cultural differences can undermine communication. Though you can use English in many parts of the world, what you say and how you say it varies according to the culture and the situation you are in. Although the differences between cultures should not be exaggerated, there is no doubt that misunderstandings are more likely to occur when businesspeople with different backgrounds communicate.

--- 239 to 349

An example of such a misunderstanding occurred when a British company bought a Norwegian firm some years ago. Before the British takeover team came to Norway, they asked the Norwegians to have a limousine available for them at all times. There were no limousines for rent locally, so the Norwegians asked a local taxi driver to take off all the taxi signs from his Mercedes to make it look like a limousine! When the British team came, they wanted to change a lot of things. The Norwegians were told not to wear T-shirts to work, they were not allowed to have any family pictures in their offices, and they were instructed in detail about how things should be done.

In general, the British behaved in a way which was unusual in Norway. Many unwritten rules were broken, and the atmosphere turned very sour. The company soon called the take-over team home and sent a more sensible person over to clean up the mess and establish a better relationship with the Norwegians. By that time some of the employees had already started looking for jobs elsewhere.

It is easy for us to understand why the British take-over team did not succeed. We know that a boss who spends the company's money on a limousine does not become very popular, and we know that Norwegians do not want to be told what to do at all times.

--- 240 to 349

The British boss did not know the culture he was going to work in.

Norwegians can also have problems behaving in an acceptable way in other cultures. For instance, Norwegian businesspersons often have difficulties understanding the level of politeness that is expected by the British, where using polite phrases (excuse me, sorry, thank you) is more important than in Norway.

### xxx3 Typical Norwegian behaviour?

Finally, a word or two about how Norwegians are often perceived abroad. First off, as one American businessman put it, "Norwegians are known to withdraw when the time for social interaction arrives. While the rest are chatting away and laughing at each other's jokes, Norwegians are often seen standing off to the side, looking down and wondering what the heck they are supposed to say." Another American put it this way: "How do you tell an extroverted Norwegian from an introverted Norwegian? The extroverted Norwegian is looking at your shoes." In recent years Norwegians have become more aware of this type of perceived behaviour. With more and more Norwegians studying abroad, becoming more confident speaking English and learning the value of small talk, this stereotype will likely soon be a thing of the past.

Spot check:

a. What does it mean to consider informal/formal language?

b. Why is it important to keep cliches and idioms to a minimum?

c. Why did the Chevrolet Nova bomb in Latin America?

d. What mistake did the American businessman make with his Japanese customer?

e. What mistake did the British take-over team make?

f. What is a common stereotype of a Norwegian abroad?

### xxx3 Glossary

Glossary page 236

interaction: samspill/samspel

Glossary page 237

executive: leder, person i overordnet stilling / leiar, person i overordna stilling

cliché: klisjé

idiom: talemåte, idiomatisk uttrykk

to interpret: å tolke

Glossary page 238

distinct: klart, tydelig, klart, tydeleg

accordingly: her: deretter

to encourage: å oppmuntre

disastrous: katastrofal

blunder: tabbe

to undermine: å undergrave

to exaggerate: å overdrive

Glossary page 239

employee: arbeidstaker/ arbeidstakar

elsewhere: andre steder

Glossary page 240

to withdraw: å trekke seg tilbake / å trekkje seg tilbake

social interaction: sosialt samvaer

extroverted: utadvendt/ utettervend

introverted: innadvendt/ innettervend

--- 241 to 349

### xxx3 Tasks

1 After reading

Look at the list you made about things to look out for. Is there anything you can think of adding now?

2 Main ideas

Look at the list of good pieces of advice on page 238. Which ones do you think would be easy to remember, and which ones could easily be forgotten?

3 Discussion (Challenging task)

Work in groups:

Read the text in the box and then discuss the questions below.

a. How do you think a company should spend time and money on developing its employees' CQ?

b. What aspects of Norwegian culture do you think it will be important to know about for a foreigner who is coming to Norway to work?

Cultural Savvy Critical for Future Business

In the global marketplace, skills in intercultural interactions can make or break an organization, its leaders and its workforce. Cultural intelligence (CQ) is something that can be developed over time. Initial steps to build CQ include encouraging international travel, developing intercultural teams, reading international news sources or even reading novels or going to movies that take place in different cultures.

Instilling cultural intelligence into a company's corporate culture offers benefits, including enhanced performance in the global market; better decision making, particularly regarding international aspects of business; and an increased likelihood of international expansion.

4 Role play (Challenging task)

Sit in pairs. One of you takes role A, the other role B. Read your role description below carefully (try not to read the other person's!). Then start the role play by role A knocking on role B's door.

Role A

You are an American tourist driving through the Japanese countryside. Your map is only in Japanese and you are completely lost. You are in a panic because you only have four hours until your flight for Los Angeles leaves. You stop at an isolated house to ask for directions. You are keen to be polite and friendly – but you are in a hurry!

Role B

You are an elderly Japanese man/woman who lives alone in a small house in the country. There is a knock at your door. When you open the door, you see immediately that the person is a foreigner. Fortunately, you speak a little English. Hospitality to foreigners is very important. Make sure your visitor is properly looked after. Don't take no for an answer! Remember to inquire about your visitor's family. You are also keen that your visitor should see as much of your beautiful and historic country as possible. Fortunately your visitor has a map, so you can point out the interesting places to visit.

5 Vocabulary: idioms

Do you know the meaning of these idioms? Work with a partner. Look up the ones you are unsure about.

a. "It's raining cats and dogs" means that there are too many pets in the city. True/False

b. "Let's see if we can get past first base" means that we should try to get past the first line of defence. True/False

c. "When she invited me to the movies I had to ask for a rain check" means that I thought it rained too much to go to the movies. True/False

--- 242 to 349

d. "Why throw the baby out with the bath water?" means that you should not try to rid yourself of a bad thing by destroying what is good at the same time. True/False

e. "I'm just spinning my wheels here" means that you are making skid marks on the road. True/False

f. "He's just passing the buck" means he's driving past a deer. True/False

6 Analysis

a. Read the text on the next page. Write one or two paragraphs in which you point out a few examples that show this is a formal text (see pp. 150-152).

b. This text is specifically about meeting situations. One important piece of advice has been forgotten, however. Go back and check "Cultural Advice: Norway" on page 221. What important piece of advice is missing?

c+. (Challenging task) You have been asked to present the facts given in the text on page 243 to a group of Americans who will be working in Norway. Your boss has told you to give a speech about this and has said: "Give them the facts, but please make it more personal, informal and friendly. Feel free to use examples to illustrate your points." Write the text for your informal presentation.

d+. (Challenging task) After you have written your text, add a paragraph in which you explain a few of the changes you have made so that your text is more informal and "friendly".

--- 243 to 349

Meeting and greeting norwegians

In Norway, greetings are casual and follow no ritual. A handshake, eye contact and a smile are enough when doing business in Norway. Although Norwegians are relatively informal they will often introduce themselves using their surnames. People move to first names quickly but until that occurs one should address people with "Herr" (Mr) or "Fru" (Mrs) plus the surname.

When presenting oneself be sure not to appear too over confident or self-promoting. A cornerstone of Norwegian culture is egalitarianism, embodied in what is called "Jante's Law". Jante's Law teaches people to be modest and humble. This is seen through most people's refusal to criticise others and an awareness not to flaunt their wealth or financial achievements.

Communication

If one were to sum up the Norwegian communication style it would be informal, transactional and direct.

Due to the influence of egalitarianism, Norwegian business culture lacks airs and graces. On the whole people are generally easy going and informal in business dealings and communication. However, informality does not offer anyone a license to act unprofessionally. It is important to always remain polite and respectful when doing business in Norway.

Although business is transactional in nature, there is still the need to build trust and confidence. This is achieved through building rapport but at the same time providing lots of background information on yourself, your experience and qualifications, and your company. Relationships develop slowly.

Norwegians are straight-talkers and not very emotive. They have no difficulty dis agreeing with people or speaking their minds within a business context as this is viewed as separate to personal life. Criticisms and the like are more often than not based on facts rather than opinion. They are scrupulous about honesty in communication, often to the point of pointing out the negatives in their own proposals in greater detail than the positives.

Meetings and negotiating

Business meetings will have a small amount of small talk but quickly get down to the business at hand. Try and mirror the tempo the hosts are working at.

If presenting, ensure you back up arguments or concepts with concrete facts and figures neatly organised in charts. Norwegians are analytical thinkers and this helps them reach conclusions easily. Avoid hype or exaggerated claims in your presentation when in meetings or doing business in Norway.

7 Writing

Choose one task:

a. Write a formal text on the importance of intercultural competence for Norwegian business-people.

b+. (Challenging task) Write a text about the incorrect behaviour of a Norwegian abroad. Choose your genre. For example, it could be a newspaper article, letter to the editor or short story.

8 Quick research

Find more examples of advertisements that have gone completely wrong because of intercultural mis understandings. Report back to your class.

9 English as a corporate language

At access.cappelendamm.no you will find an article about how English has become an integral part of Norwegian corporations wishing to expand into the global economy.

Before you read the text "This Is Norway Calling", consider the following: What do you know about the Norwegian company Telenor? Do you have a positive or negative attitude to this company?

--- 245 to 349

Before reading: Have you ever wanted to make a difference? To lend some of your time and energy to making the world just a little bit better, just a little bit fairer? Voluntary work is one way of doing this, and many young people from Western countries choose to spend anything from a couple of months to a year or more working in projects in the Third World.

 Working in a developing country is always a learning experience. It confronts you with some of the harsh realities of the world. But as Carrie, the main character in the short story "The Volunteer" discovers, it can also confront you with some harsh realities about yourself.

Imagine that you have to work alone for a day at a nursery with 18 small children. What problems do you foresee, and how well would you tackle them?

## xxx2 The Volunteer

by Lucinda Nelson Dhavan (India)

[1] Sharing doesn't work. The kids surge forward like a shoal of piranhas when she begins her countdown.

"Fifty-nine, fifty-eight, fifty-seven...." Carrie calls out, as the second hand of the cheap clock on the wall skips its way through each child's [5] one-minute turn.

Her throat is raw from yelling "Wait" – or the word she thinks may mean that, though when she hears her voice, she's not sure if she's using the one meaning "to wait" or "to swim". She hasn't been in India long, and spends most of her time among her husband's English-speaking, IT-savvy, [10] foreign-returned friends.

Here in the Shelter Home for rescued children, the textbook Hindi she's learning is a frail thing. The children yell in robust dialect and she's battered by noise.

Rakesh, the tallest boy, steps in. When Carrie gets to zero, he grabs [15] the toy that looks like a rubber sea urchin on a tether and holds it high above the tangle of waving hands. He teases, looking this way and that, then gives it to Guddu, who can't even yo-yo it the way it's meant to be done, as the kids close in on him.

"Get in line," she yells, and drags a giggling small boy to what would [20] be the end of the queue, if there were one. Ramu glares at her with his unfathomable eyes as she pushes him in between the wriggling bodies that twist beneath her hands.

This is ridiculous. She can't do this.

Last week there'd been a dozen kids. She'd brought them a plastic basketball [25] and a hoop that hung over the door. Those who weren't playing had heckled; it had been loud, but fun.

--- 246 to 349

Today the hoop is history, 18 children fill the four rooms, and some kind of critical mass has been reached.

The new ones are not disruptive on their own. Ruby, for instance. She's 10, maybe 12, found sleeping in a train. She says her parents got off somewhere and never got on again – which the counselor, a bright young girl who comes on Mondays, has said is a lie. She thinks Ruby's been sexually abused, maybe trafficked.

The girl hangs around the edges of the maelstrom, watching. She keeps straightening the red kerchief over her freshly shaved head and wiping her palms on her sagging frock. She's not making a sound.

I can't do this, Carrie thinks. They need professional help; this is a job for dedicated people, not me.

She looks around for the woman in charge, the one they all call "Didi", elder sister, though she's old enough to be grandmother to some of them. Didi is busy over by the sink, making sure that the last child to finish the cocoa and cookies Carrie brought is properly washing and putting away his glass.

Didi has no family of her own left, for some dark reason she's never revealed to Carrie, and so she took this job. Didi keeps things in order. She doles out the food and counts socks and keeps after the kids to bathe. She was the one who had all their heads shaved, because of the lice.

"Didi-ji, can you please help me?" Carrie calls out, in excessively polite distress, but now the woman is taking the youngest boy out to wash because he's pissed his pants again.

"Stop it!" Carrie yells, in English, as hands grab for the toy again, "Get away!"

But they go on shouting and straining around her until Rakesh takes back the toy and gives it to another of his buddies.

What a mess. She's amazed at herself for thinking she could make any difference here, when the whole operation is so shaky. One woman, managing 18 kids. Volunteers dropping in and out. Some guy running around trying to find their parents, trying to get them into school, dealing with police...

And her. What does she know about children? She isn't sure she wants any. She and Shankar are still in the experimental stage, they don't even know where they want to live. Right now he wants to work with the outfit that brought him back to his hometown. He says he wants to be part of "The Indian Millennium" – and the next one will be that. Where does she fit in, without so much as a work permit? He says there's a lot of red tape. He needs to look into it.

Shankar thinks she could be as happy as his sister, who has two kids and so many friends that her cellphone is welded between shoulder and ear. She runs a boutique and wants Carrie to come and sit with her among the silk [1] and sequins, but Carrie has nothing to say to the well-dressed women who talk of georgette and crepe, of which restaurant is best for lunch, of nursery schools and hairdressers and temperamental servants.

--- 247 to 349

Carrie thinks that, if she's going to live in the Third World, she should at least be doing something [5] for the common good, some kind of service.

And so she's donated her Thursday afternoons to being here, though now she wishes she were back in the house in the neighborhood where sounds are muffled in leaves and masses of bougainvillea blooms. She wouldn't have to go any further away than that to find quiet.

[10] "Pani!" someone yells, "water's coming out."

The children dissolve in a squirming puddle as they fight over the dripping remains. The light inside had floated in some viscous fluid that is leaking over all those small, grasping hands.

"It's dead," Carrie announces, since she's temporarily forgotten the [15] word for "finished". As she confiscates shreds of the flimsy plastic that feels so much like skin, she wonders why she'd thought it could last. In the store, the red light that glowed at the end of each throw had lured her inner child; the gross feel of the thing had appealed. She doesn't want to have to think of consequences all the time, of imminent disasters like this.

[20] Ramu glowers at her as she wrests the last bit from him. He never got a turn, and his resentment is not hidden.

"A woman brought him to us," Carrie had been told "But she wasn't his mother.

--- 248 to 349

Someone gave the boy to her. He may have been kidnapped .... Sounds like he was passed from hand to hand for a few years."

Carrie imagined a string of dusty villages when she heard that, places she'd only seen from the road. A child wrapped in a blanket staring up at strangers with those unreadable eyes as they hurry him from place to place, in the dark.

What could anybody do for him?

"Wash hands everybody," Carrie says, sticking to the things she knows they need to do. "Wash that stuff off your hands, then we'll draw."

Water shoots out of the side of the defective tap. Their clothes get damp; their hands drip dry.

The kids spread a blanket on the cement floor. It bunches up on the sides. In this part of town, buildings are pressed thin by other buildings, rooms are compressed to corridors. Didi unlocks the cupboard and passes out drawing books; she dumps two piles of worn crayons, front and back. Sharp voices ricochet off the walls.

Carrie sits and is shocked. The cold goes straight through blanket, sari, petticoat and Neva Quilt long johns.

"Where were we?" she asks, blowing on numb fingers.

"J!" several voices shout.

Last week she'd asked them what they wanted to draw on the blank pages in the back of their messy, used coloring books. From the English Aunty, they said, they wanted the English alphabet. They chant "A for Apple, B for Ball..." like a mantra that changes them for a moment into smart kids in spotless white socks and pressed uniforms from elite schools.

"J for...?" she asks.

"Jug," one of the bigger boys calls, maybe Rakesh. He'd been to school, some, before he ran away from a home he refuses to talk about. He says "Good morning" to her when she comes at three o'clock.

She draws a lopsided pitcher, like the Mexican jug her mother used for lemonade. She wonders if they've ever seen such a thing.

"Jackal," comes another voice and she makes her signature hieroglyph dog with a longer nose. They tell her to make the tail bushy. They must have seen jackals.

She sketches for the younger ones and they scribble color over her halting lines; the older ones copy and embellish. It keeps them busy. Aside from a minor skirmish over one crayon that's the color of jackal fur, all is quiet.

And cold. There's a smell caught in the cold, an acrid tang off their shabby sweatshirts that feel clammy, slightly oily, to touch. The scents of crayons and paper and damp feet hang immobilized in the air.

"See, Aunty, see," one after another, they wave their picture in her face.

--- 249 to 349

She tells each one how good each picture is. In each she finds some separate virtue. "So colorful!" "So tidy!" "See the green face – isn't that funny?" as she runs a hand over the chilly stubble on their heads.

It's so easy to praise. The end is near. She feels freedom coming. Now all she has to do is tell her stories and she can go.

She thinks, as she passes out the last compliments, that she will call the Director the minute she gets home and tell him she can't come any more. She'll say she needs to focus on learning Hindi first. He's a busy man. Four times out of five she's called him, he's been out of town, conferencing with fellow activists or searching for funds. He'll soon forget she'd ever been there. The kids aren't all that used to her; they'll forget, and she'll go off and find other noble tasks – raise funds for saving bustards or Gangetic dolphins, maybe. She'd be good at that. She has people skills.

Or she could go back to Seattle.

Didi is fussing, trying to put things away. Ramu is still curled over his work, not looking up as Didi scolds.

"Let him finish," Carrie say. "He can listen while he draws."

--- 250 to 349

She tells her stories, a folk tale about a king whose bed whispers riddles beneath him, and a fable with talking animals. When she talks like a muttering bed leg or a greedy donkey they stay still, even when the words are lost in her twang or disappear in the forest of faulty grammar. She acts a complete fool, hamming, rushing toward home and recovery. After every day she's come here, there have always been those blissful first four days at home, in which she didn't have to think. Only on the fourth night did she start waking up, staring into the dark, wondering what food to take, what stories to tell. She's been fighting her nature, this is clear. She should have left the job to those who are comfortable with it.

"Goodbye, Aunty!" the children chorus as she stands and shakes out her clothes. A couple of the quieter ones touch her feet for blessings. She never knows what to do with the feeling of soft fingers on her toes. It makes her think they must have had homes, once. There must have been parents to teach such extreme manners.

Or is it Didi's doing? She's just the type to teach them this because she thinks it's what they need in their world – humility, lots of it.

A small girl hugs Carrie's knees and almost trips her. Rakesh pumps her arm in a hearty handshake, grinning, trying to be British.

So much energy is pushing her out the door that Carrie begins to feel good about going. The kids will some day spill out the gate with all that energy. Like water through a burst dam, they'll find some level.

Didi is pulling at Ramu's sketchbook, wanting to put it away. He's resisting, and so Carrie steps between them to say: "Let me see."

On a single page he's made his drawings, tiny, complete. His kite flies among silver clouds. His lamp has a coiled cord plugged into a wall socket, perfectly drawn. His mouse sits beside a hole, his jackal by a bush, his jug on a table.

"This is beautiful!" she cries. "Look, everybody!"

No one turns toward the book she holds high; they're too busy pushing for space, cleaning up, horsing around.

She kneels beside Ramu and puts an arm around shoulders that feel like a coil of wire. But suddenly she can feel him lean, just a little, away

She must say something, and finds the first words that come out are: "I know what I'll bring next week."

He doesn't look up, but neither does he pull away.

"I'll bring paints and brushes and we'll make real pictures!"

What am I saying, she wonders. They'll make a mess. Didi will kill me. I haven't painted since eighth grade.

He stays there, under her arm. His eyes move from the floor to her feet. She can feel his stiff body waiting for something more, more than touch, more than she can give, but she cannot move.

Spot check:

a. What is Carrie doing at the start of the short story?

b. What sort of school does Carrie work at?

c. What has brought Carrie to India?

d. Why has Carrie chosen to work at the school?

e. What activity does Carrie choose after the yo-yo has been ruined?

f. What do the children call Carrie from the cacophony, toward her.

### xxx3 Glossary

Glossary page 245

to surge: å skyte fart

shoal: stim

piranha: type of fish

savvy: smart, glup

rescued: reddet/redda

frail: skjør

sea urchin: sjøpinnsvin/ sjøpiggsvin

tether: tau

tangle: virvar

unfathomable: uutgrunnelig, ufattelig / uutgrundeleg, ufatteleg

hoop: kurv/korg

Glossary page 246

to heckle: å komme med tilrop

disruptive: forstyrrende/ forstyrrande

sagging: hengende/hengande

to dole out: a dele ut

lice: lus

outfit: føretak/føretak

work permit: arbeidstillatelse/arbeidsloyve

red tape: byråkrati

Glossary page 247

sequin: paljett

to muffle: å pakke inn

puddle: sølepytt, gjørmepøl

viscous: tyktflytende/ tjuktflytande

shred: bit, trad

to lure: a lokke

gross: ekkel

imminent: overhengende/overhengande

to glower at: å glo olmt på

Glossary page 248

defective: ødelagt/øydelagd

to compress: å presse sammen / å presse saman

to ricochet: å sprette tilbake

petticoat: underkjole

jug: mugge

lopsided: skjev/skeiv

pitcher: mugge

jackal: sjakal

to embellish: å pynte (på)

skirmish: krangel

acrid: stram

tang: lukt

Glossary page 249

virtue: fortrinn

funds: midler, penger / midlar, pengar

bustard: trappefugl

Gangetic dolphin: gangesdelfin

to scold: å kjefte

Glossary page 250

riddle: gåte

twang: aksent

to chorus: å si i kor / å seie i kor

humility: ydmykhet/ audmjukskap

coil of wire: ståltrådkveil

cacophony: støy

--- 251 to 349

### xxx3 Tasks

1 Looking at the text

a. What do you think is the significance of the opening sentence of the story?

b. Sum up in your own words the dilemma facing Carrie in her new life in India.

c. How does Carrie's approach to the children differ from Didi's? Why do you think this is?

d+. (Challenging task) What point of view (see p. 278) is the story written from, and what effect does this have on our understanding of what goes on?

e+. (Challenging task) What do you think is the significance of the last sentence of the story?

f. (Challenging task) What do you see as being the theme (see p. 268) of the text?

2 Discussion

Discuss in groups:

a. Would you consider doing volunteer work abroad, for example in a "gap year" between school and further studies? If so, what sort of work, and why? If not, why not?

b+. (Challenging task). she'll go off and find some other noble tasks – raise funds for saving bustards, or Gangetic dolphins, maybe. She'll be good at that. She has people skills." What does this quotation suggest about Carrie's motivation for doing volunteer work?

3+ Analysis (Challenging task)

Lucinda Nelson Dhavan makes good use of imagery (see p. 258) in the story. Look at the following extracts from the text and explain for each one what she achieves by using the imagery she chooses: a The kids surge forward like

a. shoal of piranhas

b. ... she's battered by noise ...

c. ... the edges of the maelstrom ...

d. The children dissolve in a squirming puddle ...

e. In this part of town, buildings are pressed thin by other buildings, rooms are compressed to corridors.

f. Sharp voices ricochet off the walls.

4 Writing

Choose one task:

a. Write a character sketch of Carrie, seen from the perspective of Didi.

b. Will Carrie resign or not? Write a letter from Carrie to the Director of the Shelter Home explaining why she will/will not be continuing her work at the home.

c+. (Challenging task) Imagine you work for an agency that employs volunteers for projects in developing countries. Write an advertisement for a position at the Shelter Home where Carrie works. Try and make the position sound as attractive as possible.

5 Quick research

Choose one task and report back to a group or to the class:

a. Find organisations offering volunteer work in the developing world for young Westerners. Choose one organisation and find out what it stands for and what work it offers. Prepare to present your findings to the class.

b+. (Challenging task) Some people choose to take a gap year between school and further studies. Volunteer work is one option. Others choose simply to travel, or to stay at home and get work experience. Using the net and, if possible, personal acquaintances, find out what experiences people have of these various gap year options. Prepare to present your findings to the class and at the same time explain what your own preferences would be.

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6 Vocabulary: changing word classes (Challenging task)

Copy the table below. Find out what the following words from the text are if you change their word class. Use your dictionary to find the correct Norwegian translation of the words, as in the example.

|  |  |  |  |
| --- | --- | --- | --- |
| Word from the text | Norwegian | New word | Norwegian |
| sharing (noun) | deling | to share (verb) | å dele |
| ridiculous (adjective) |  |  (verb) |  |
| freshly (adverb) |  |  (adjective) |  |
| energy (noun) |  |  (adjective) |  |
| mess (noun) |  |  (adjective) |  |
| dead (adjective) |  |  (noun) |  |
| disaster (noun) |  |  (adjective) |  |
| resentment (noun) |  |  (verb) |  |
| to shout (verb) |  |  (noun) |  |
| to sketch (verb) |  |  (noun) |  |
| to smell (verb) |  |  (noun) |  |
| color (noun) |  |  (adjective) |  |
| chilly (adjective) |  |  (noun) |  |
| to praise (verb) |  |  (noun) |  |
| tidy (adjective) |  |  (noun) |  |

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## xxx2 Digging Deeper: Chapter 5

See the instructions for "Digging Deeper: Chapters 1 & 2" on page 87.

Topics for further investigation:

1. Look into the number of national groups represented among foreign workers in Norway. Choose one group and find more information about the situation in their homeland and the reasons why they have come to Norway. See if a net search will give you any details about their experiences of Norway.

2. One way the world may develop is with more open borders. Look into this topic and find pro and con arguments about having a more globally open world. What consequences would you predict?

3. Plan a year's study abroad. Expand on choices you made in tasks in this chapter. Choose a country, university/college, studies programme and career possibilities. Find out how to apply.

4. Work in groups of four. List four possible interesting career choices that have an international angle. Write them on slips of paper, mix the slips in a hat and draw one each. Individually, do research on the career you drew. Then present your careers to each other.

5. Find more information about intercultural competence in business. Write a report on the importance of such competence. Choose the perspective, e.g. for Norwegians going abroad (either in general or to a specific country), or for people coming to Norway (either in general or of a particular nationality).

6. Work in groups of four. Choose a large Norwegian corporation that operates internationally. Find out as much as you can about the following:

-- When was it established?

-- How many employees does it have?

-- How many countries does it operate in?

-- Has it adopted English as a corporate language? If so, when? Why?

-- Does it provide English courses for its employees?

-- What job opportunities exist for new employees, students or apprentices?

Self-evaluation

Go to access.cappelendamm.no and find the section called "Self-evaluation" there. Follow the instructions.

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## xxx2 Writing course 5: Essays

One of the genres that you will most commonly be asked to write is the essay. The word derives from the French verb "essayer", meaning to attempt or try, and this original meaning still holds good: an essay is an attempt to answer a question. The word "attempt" implies that there is no "right answer" to the question, just a number of personal responses, and that it is the process that is important.

We can differentiate between three main types of essay: the personal essay, the persuasive essay and the expository essay.

### xxx3 1 The personal essay

All essays are personal in the sense that they are one person's response to a given question or task, but some essay tasks require you to be clearly subjective and to build on your own experiences, feelings and associations. Personal essays generally tend to be fairly informal and are intended to be thought-provoking or humorous, rather than argumentative. An example of a task for a personal essay: "What role does friendship play in your life?"

### xxx3 2 The persuasive essay

A persuasive essay is also clearly subjective, but it is argumentative in its tone and has a clear intention – to persuade the reader that the writer's view on an issue is correct. To achieve this successfully the writer may use all the tools of rhetoric, but must at the same time appear convincing in his argumentation. An example of a task for a persuasive essay: "16-year-olds are far too immature to be allowed to vote. " Do you agree with this statement?

### xxx3 3 The expository essay

In an expository essay the aim is to explain something – an issue, an idea, a problem – to the reader. Obviously, there is an element of subjectivity involved in any explanation of a difficult issue; people understand things differently. But in an expository essay the writer should try to appear as fair and considered as possible, avoiding personal comments or opinions. An example of a task for an expository essay: "How is it that English has become such a dominant language in the world?"

The target audience of an essay can be a little difficult to define. In real terms you are usually writing for your teacher or an examiner, but the "imagined audience" is a group of readers like yourself. In other words, you should not "talk down" to your readers and suppose they are much stupider than you. On the other hand, you should not suppose that specialist knowledge or language you have is familiar to them.

### xxx3 How to go about writing an essay

There are no hard and fast rules about how to write an essay. Writing is a creative process and as such is a bit of a mystery. It is not like cookery, where you can simply follow a recipe and produce great results. Some people can look at an essay task, stare at the wall for a while, take a couple of deep breaths – and then start writing a well-structured and well-reasoned essay. These people are very fortunate – and extremely rare. Most of us do not have that gift. We have to work a little bit harder to achieve the same result. As we said, there are no recipes, but briefly we can say that there are three main stages in the writing process:

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-- Gathering material

-- Planning

-- Drafting and writing

Not everybody tackles the three phases of writing in the same way, and there is no "correct method". But a general tendency among students, which often leads to disappointment, is to spend too much time on the last phase and not enough on the first two. In other words, they pretend they are the fortunate but rare student we just mentioned! The time it takes to think about and plan an essay is time well spent. It will improve the final result and make the actual writing process much easier.

### xxx3 Gathering material

The first step is to read the essay task very carefully. An essay, as we have said, is an attempt to answer a question, so you must make sure that you really are answering the question you have been asked. Some essay tasks ask you to do more than one thing; make sure you take this into account in your preparations.

"Gathering material" can mean anything from surfing the net to talking to people or just thinking, depending on the task and on what sort of person you are. The important thing at this stage is to let as many ideas bubble up as you can. (This process is often called "brainstorming".) The ideas can be sorted – and perhaps deleted – later on.

### xxx3 Planning

If the essay task requires you to give your considered opinion on an issue, it can be a good idea even in the planning stage to formulate clearly what your opinion is. This will help to keep you focused – and you can use this formulation later on as the basis of a thesis statement (see below). The next phase is to organise the points you come up with into a logical order. In a persuasive or expository essay this means using them to make a reasoned argumentation. In a personal essay the order may be looser, but there should still be a feeling of natural development. It is often a good idea to formulate these points quite specifically too, rather than just writing down general themes or ideas. This will help you in the next stage to formulate topic sentences and write cohesive paragraphs.

### xxx3 Writing and drafting

It is important to remember that your essay plan is not a bus schedule – you don't have to stick to it! Even if you have prepared well, you will find that new ideas occur to you during writing and that you must be prepared to make changes. Whether you make a rough draft of your essay first depends on the time available. If you are writing a home assignment, you should be prepared to write a draft of your essay first and then perhaps rewrite parts of it later. In an exam situation time is short and it is better to spend it planning properly than writing the whole thing twice.

There are three main sections in an essay: the introduction, the main body and the conclusion.

### 1) The introduction

In personal essays the introduction aims to gain the reader's attention for what is to come by making a general comment about it, sometimes by referring to an anecdote, a statistic or a quotation.

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In many expository essays the introduction also contains a clear statement of the essay writer's point of view on the issue at hand. We call this the thesis statement, and it is a common feature of academic writing. It is like a statement of intent – "this is what I think, and now I'm going to say why".

If, for example, you are writing an essay in which you discuss whether the growth of English has been positive or negative for the world, you might choose to have a thesis statement like this:

In the following essay I am going to argue that, while the growth of English has had some unfortunate effects for some smaller languages and cultures, it has been a valuable asset in promoting international understanding and trade.

If your focus is the other way around, you might choose a thesis statement saying the opposite:

In the following essay I am going to argue that English, while being a valuable asset in promoting trade and international dialogue, has proved destructive for many more vulnerable languages and cultures.

In persuasive essays we can also place a thesis statement in the introduction, but it is sometimes left to the conclusion.

### 2) The main body

This is where you argue your case in a persuasive or expository essay. The main body will consist of a number of paragraphs, each of them representing a point in your argumentation. (Usually this main point will be formulated in a topic sentence – see p. 146 – in each paragraph.) The order of these paragraphs should therefore follow a logical development that points towards the conclusion.

### 3) The conclusion

In essays where the main argument is stated in the introduction, the conclusion has the task of summarising this main argument, preferably without repeating the exact wording. As in introductions, it can be helpful to use quotations or anecdotes, or perhaps briefly refer to the wider implications of the main argument. In personal essays the conclusion often leaves the reader with a thought-provoking or humorous last sentence.

### xxx3 Tasks

1

Read the following essay tasks and decide whether you would classify them as being a) personal b) persuasive or c) expository:

a. In many countries, the size of the average family has become smaller in recent years. Describe the advantages and disadvantages of having a small family.

b. In some parts of the USA, smoking is prohibited in public parks. Do you think this should also be the case in Norway?

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c. "The growth of English as a global language is a catastrophe for small languages like Norwegian." Do you agree with this statement? Explain your views,

d. Write an essay about an experience you have had that at the time did not seem so important, but that has had significant consequences for you since,

e. Sometimes people of your generation are referred to as "the digital generation". Do you think this is an accurate description? In what ways, if any, do you think the digital revolution has changed your way of thinking compared to previous generations?

f. Present a famous person from the English-speaking world (dead or alive) whom you especially admire, and explain the reason for your admiration.

g. The population of the world is increasing at an alarming rate, and in some parts of the world solitude is a rare commodity. What role does solitude play in your life?

2+ (Challenging task)

Planning an essay (pair/group work):

a. Agree with another student (or two) on an essay task from the list given in task 1. (Avoid those that you regard as being personal essays.) Then brainstorm individually for 10 minutes, noting down your ideas. Then formulate a thesis statement (also individually).

b. Now compare your findings. Agree on the wording of your thesis statement and on which main points your essay will contain. Formulate each main point as precisely as possible and put them in a logical order.

c. Present your essay plan to the class and explain the decisions you have made. Discuss your plan with the rest of class.

3+ (Challenging task)

Evaluating essays: Go to our website to find three examples of essays – one personal, one persuasive and one expository. Read the essays and then write a short comment on each. How well do you think the writer has structured his or her text according to the rules for the type of essay?

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## xxx2 Language course 5: Literary devices

We have looked at basic grammar and some linguistic devices in the other four sequences. In this sequence we will look at some literary devices and how they can be used to create effects in texts. These include features such as symbols, similes, metaphors, personification, metonymy, repetition, alliteration, tone and irony.

### xxx3 Imagery

Images are words or phrases that appeal to our senses. For example, a writer could describe an examination at school in this way:

The exhausted students wrote their exams, angry with whoever had made such tasks.

But perhaps the writer instead chooses this description:

Bent over their desks, sweat pouring down their forrowed brows, fingers cramping, like tired beggars bent double, the students quietly cursed the monster who had rained upon them so much toil and trouble.

In the second example we get a better picture of the struggling students as they bend over their desks. Their anger has taken on more dimensions with the use of the noun monster and the verb rain which suggests that the exam is unrelentingly difficult. The nouns toil and trouble make the exam sound even harder. All in all, the language used in the second example helps us to visualize the students' experience of the exam situation.

### xxx3 Symbols

A symbol is an image that has a particular meaning. The meaning might be simple, like in a traffic sign, or very complicated, like a religious symbol (e.g. the cross in Christianity). Many symbols have generally accepted connotations (see page 203): rose = love, white = innocence, hawk = aggression, lion = courage, dove = peace and so on.

The hawks in the government want to go to war, the doves want to keep us home.

### xxx3 Similes and metaphors

Similes and metaphors are simply comparisons that are used to make things clearer or more expressive. A simile uses "like" or "as" in its comparison. For example, in the text above about the exam, the phrase like tired beggars bent double

is a simile that helps us visualise the situation of the examination candidates. About President Obama taking office, one opposing Republican wrote:

He enters like a newlywed; he'll exit like a widow.

The statement has two similes; by comparing the president to a newlywed it suggests that Barack Obama started off his presidency with little knowledge of the office, but that he was popular. The second simile could mean that when his term is over he will be broken and alone.

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A metaphor makes a comparison without using like or as and is considered to be stronger than a simile, as the two things being compared are more closely identitfied with each other. For example, when Barack Obama took office we can say that he met a "sea of troubles". All the national and global problems Barack Obama had to address are here compared to and equated to a sea, giving a powerful sense of the enormity of the job.

### xxx3 Metonymy

Metonymy is the use of a word or phrase for another thing. For example, when British newspaper articles refer to a decision by the Prime Minister, they often say "number 10" instead of the name of the Prime Minister. Number 10 Downing Street is of course the address of the Prime Minsiter's official residence. The government in the UK is often simply referred to as "Whitehall": the area of London where the most important government buildings are situated. The same applies to the USA, where government is often referred to as "the White House" and Congress as "Capitol Hill".

### xxx3 Personification

This is a special form of comparison in which an animal, object or idea is given human characteristics.

The rundown houses of the worst districts of the city appear depressed, tired and worn out from struggling with the pitiful lives of their occupants.

Here the decaying city buildings are given the human characteristic of being depressed and tired and the buildings even struggle, which suggests the human emotion of caring and feeling.

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The buildings are described as if they are alive and feeling the pain of the unfortunate inhabitants, which intensifies the desired effect of showing how terrible this city district is to live in.

### xxx3 Repetition

Repetition is often used in speeches and written texts aiming to persuade the audience/ reader. For example, in response to the new Tea Party movement in America, an opponent might argue:

We often mutter about big government and taxes. Okay let's drop taxes, let's keep all our money and let's go on a great orgy of private consumption. But what is the real price? We'll lose good schools, we'll lose social programs that help put the needy back on their feet, we'll lose good roads, good water, good health care, good care of the elderly.

The repetition of "let's" expressess the writer's exasperation with the idea of not paying taxes. It also sounds a little like a child talking ("Let's play, let's...") which also underscores how silly and unrealistic the writer feels this idea is. By repeating "we'll lose" several times he underlines the enormority of the loss of public services that are paid for through taxes. The repetition of the adjective "good" intensifies the understanding that a drop in taxes will reduce the quality of the services.

### xxx3 Tone

The choice of words in a text will help to set the overall tone. Sentence length and use of punctuation will also contribute to tone. Tone helps the reader to determine the writer's feelings towards a particular topic and this in turn influences the reader's understanding of the text. For example, a factual newspaper article will attempt to have a neutral tone as the purpose is to present the facts of the story and not take sides. A feature article, on the other hand, will quite often express the writer's opinions or feelings about the story, so the tone might be sympathetic, indignant, angry, puzzled, whimsical and so on, depending on the story in question.

In the text below, the tone is sad and serious as it describes a funeral procession.

It was a sombre day. Sad, solemn faces lined the street as the onlookers bade their final farewell to their great leader as the funeral carriage, draped all in black, made its way slowly down the street and the pipers played a subdued dirge, the drums muffled, the pipes wailing.

In another example, if the new boss introduces herself to her workers by saying:

"Hello. I'm here to whip you into shape, and if you don't like it I'll fire you!" you could say that she has started with an aggressive and unsympathetic tone. In the following two sentences, the length of the second sentence sets a playful and self-mocking tone as the author writes about the birth of an idea:

--- 261 to 349

Thought – to call it by a prouder name than it deserved – had let its line down into the stream. It swayed, minute after minute, hither and thither among the reflections and the weeds, letting the water lift it and sink it until-you know the little tug – the sudden conglomeration of an idea at the end of one's line: and then the cautious hauling of it in, and the careful laying of it out.

(Virginia Woolf, A Room of One's Own)

### xxx3 Alliteration

Alliteration is the repeating of consonant sounds at the start of words. This can have a strong effect in a text and can be used to help set the tone. For example, in the report from the funeral above, the sombre tone is enhanced by the repetition of soft sibilants (the "s" sound: sombre, sad, solemn). At the end of The Great Gatsby, F. Scott Fitzgerald writes about the American Dream and how we are always pushing hopelessly forward against all odds:

So we beat on, boats against the current, borne back ceaselessly into the past.

The alliteration of the "b" enhances this sense of battling against the elements or life itself. This adds to the tone of futility.

### xxx3 Irony

We define irony thoroughly in the Literature Course on page 279. Here we simply say that in irony the surface meaning of the text and the underlying meaning are not the same. For example:

The task is so simple any rocket scientist could do it.

The writer uses the word "simple", but by bringing in the rocket scientist it would seem the task is not that simple after all.

### xxx3 Tasks

1

We have talked about some of the many literary devices that can enhance a text.

Read the sentences below and decide which of the literary devices are being used in each one and discuss the effect. More than one literary device may be used in some of the texts.

a. The partridges, many and various, came with all their retinue of sauces and salads, the sharp and the sweet, each in its order; their potatoes, thin as coins but not so hard; their sprouts, foliated as rosebuds but more succulent. (Virginia Woolf, A Room of One's Own)

b. The babbling brook wound its way down the rolling verdant hill, dotted with the blues, golds and violets of petal-open flowers, a riot of colors all brought alive with the incessant chirping of the many birds that happily flitted from here and there.

c. When the teacher asked him what he was doing, he cowered like a mouse.

d. I listened to the speaker and his words of hate. I listened while he raged. I listened while some around me sighed and snorted. I listened to the cries of pain and sorrow. I listened, but said nothing, my shame, my regret.

e. Nine o'clock in the morning, the sun shone brightly in the clear blue sky as George made his way up the steps to the university, his first day, a new dawn.

f. On the battlefield Macbeth was a lion; with Lady Macbeth he was putty.

--- 262 to 349

g. The raging winds howled in the night.

h. No matter how much he wanted to believe the opposite was true, he was slowly beginning to admit that in his life the sword was mightier than the pen.

i. First my car broke down. Then the cat was sick on the carpet. My mother-in-law phoned to say she was coming for a visit. I lost my wallet at the train station and I was late for work. Oh! what fine luck I have.

2+ (Challenging task)

a. Working with texts: a Write a short text about how literary devices are used in each of the texts below,

b. Discuss your findings in class.

1) Mr. Smythe, it is time for you to stop playing this political game with our lives. It is time for the truth. It is time to worry about our environment and the world our children will inherit. It is time for action. It is time for selfless honesty.

2) The roaring monster has gone to sleep, its colour gone from black to deep blue, reflecting the sky that fretfully watches over it like a tired parent.

3) The brochure for the old folks' home told Richard that he should be happy. These were after all his golden years, the twilight years when he could sit back, relax and enjoy all the good things in life. He thought of this now as he looked across the room at the impatient nurse who was shouting in Mr Frampton's ear as he cringed and stared out the window with his one good eye. And Richard thought, all this happiness and relaxation, it's a good thing I gave up smoking and drinking or I would have missed it all.

4) A soft fall rain slips down through the trees and the smell of ocean is so strong that it can almost be licked off the air. Trucks rumble along Rogers Street and men in t-shirts stained with fish blood shout to each other from the decks of boats. Beneath them the ocean swells up against the black pilings and sucks back down to the barnacles. Beer cans and old pieces of styrofoam rise and fall and pools of spilled diesel fuel undulate like huge iridescent jellyfish. The boats rock and creak against their ropes and seagulls complain and hunker down and complain some more. Across Rogers Street and around the back of the Crow's Nest Inn, through the door and up the cement stairs, down the carpeted hallway and into one of the doors on the left, stretched out on a double bed in room #27 with a sheet pulled over him, Bobby Shatford lies asleep. He's got one black eye. There are beer cans and food wrappers scattered around the room and a duffel bag on the floor with t-shirts and flannel shirts and blue jeans spilling out.

(Sebastian Junger, The Perfect Storm)

--- 263 to 349

# xxx1 Chapter 6: A World of Literature

Competence aims in focus:

The aims of the studies are to enable pupils to

-- elaborate on and discuss a selection of literature and factual prose from the period 1950 up to the present

-- analyse, elaborate on and discuss at least one long literary work and one film

-- give an account of and evaluate the use of sources

-- give an account of fundamental principles for constructing texts in a variety of genres

(Translation: udir.no)

--- 264 to 349

Before reading: Sit in pairs or threes and find out about each other's reading habits. Examples of questions: What sort of things do you read? Do you read for pleasure or only when you have to? What is your favourite reading matter? How many books do you read a year?

## xxx2 Introduction to Literature

There are lots of ways of answering the question "What is literature?" In its broadest definition, the term literature could include anything from instruction manuals to advertisements. But in the following we are going to be looking at literature in the more traditional sense of texts written for artistic reasons rather than for practical, informative or educational purposes.

### xxx3 Literary genres

In this traditional definition, it's common to distinguish between three main branches of literature: fiction, poetry and drama.

Fiction is fairly easy to define; it's about telling stories. The word "fictional" is often used in the sense of "made up", and indeed most fiction consists of made-up stories. However, the relationship between fiction and factual reality is often a complicated one, and the fact that a story is partly true doesn't disqualify it from belonging to the fiction genre. The important thing is that it is presented as a narrative. For the past few hundred years, fiction has generally meant prose writing, i.e. writing that follows the patterns of ordinary speech, without regular rhythm or rhyme. We can divide fiction into subgenres according to length – primarily novels and short stories – and according to subject matter, e.g. crime, science fiction, fantasy, historical etc.

Drama, too, is about stories, but instead of telling a story drama aims to show it. In other words, drama requires some sort of performance involving actors or puppets. Although a drama is usually a written text as well, it only really becomes drama when it's performed. A hundred years ago drama meant a theatrical performance, but film and television are the most common media for drama today.

Once upon a time, poetry could be defined by such formal features as metre and rhyme. However, over the last century "free verse", i.e. poetry lacking regular metre or rhyme, has become more the rule than the exception, and our definition of poetry must therefore focus on the function and aim of the writing. Poetry is the genre in which the focus of attention is on the language itself – its sounds and textures, its levels of meaning, its breadth of associations and connotations. The aim of poetry is to explore the world through language.

--- 266 to 349

Margtekst: Quick definitions

-- Story – an account of events told for entertainment

-- Narrative – a story, with the focus on the telling

-- Plot – the main events of a story as they are arranged and connected by the author

-- Theme – an idea or issue that occurs several times in a story

-- Prose - written or spoken language in its ordinary form, without metre or rhyme

-- Fiction – prose literature that describes (usually) imaginary events and people

### xxx3 Interpreting literature

If you were given the task of writing a manual for, let's say, a washing machine, what would your main priority be? Of course, it might be fun to try and be witty, entertaining, personal or philosophical. The trouble is, this would most likely be at the expense of clarity. The important thing about a manual is that it should be as clear as possible. A manual that is open to interpretation is worthless. That is why well-written manuals are also generally pretty boring as reading matter.

One of the features that the genres we are including in our traditional definition of literature have in common is that they are open to interpretation. For literature to be engaging, it has to reflect some of the complexity and mystery of life itself. And we all know that life requires interpretation. In fact, we spend a good deal of our time doing just that. Why did David look so upset this morning? Why didn't Kate turn up for practice last week? What is this essay task actually getting at? Am I really cut out to be a teacher? What on earth is the point of existence anyway? Life constantly requires us to interpret events and situations, from the banal to the deeply philosophical.

Literature mirrors this. In fact, literature often requires more interpretation, because, whereas real life is viewed through the lens of each individual, literature is filtered through another lens as well: the writer's. To interpret literature we have to use our knowledge of the world and human nature (especially of ourselves) and at the same time be aware of the writer's intentions and attitudes. Why does the writer make the main character say that? What actually happens at the end of the story? What on earth is the point of this poem?

It's therefore not surprising that interpretations of literature tend to differ at least as much as interpretations of life. The good news is that the two activities are mutually beneficial. The writers of this book strongly believe that trying to understand literature is an excellent way of learning how to understand more of life itself!

Spot check:

a. What are the three main genres of literature?

b. Are fictional stories always untrue?

c. What are the differences in the way fiction and drama relate to stories?

d. What is meant by "prose"?

e. What is meant by "free verse"?

f. How does literature differ from a user manual?

g. How is interpreting literature different from interpreting real life?

### xxx3 Glossary

Glossary page 264

instruction manual: bruksanvisning/bruksrettleiing

advertisement: reklame, annonse

narrative: fortelling/ forteljing

prose: prosa (for eksempel roman, novelle)

subgenre: undersjanger

metre: versemål, taktmønster

to lack: å mangle

texture: sammensetning, oppbygging / samansetnad, oppbygging

Glossary page 266

connotation: bibetydning, biklang

clarity: klarhet/klarleik

feature: kjennetegn, trekk / kjenneteikn, trekk

interpretation: tolkning/ tolking

intention: hensikt

mutually: gjensidig

beneficial: fordelaktig

--- 267 to 349

### xxx3 Tasks

Discussion

In pairs or threes discuss the statements below. Which statements, if any, can you all/both agree on? You should be prepared to sum up your discussion for the class.

-- Reading literature broadens the mind.

-- Only living can teach you about life – not literature.

-- Life is too short to read literature.

-- Films are so much more exciting than novels.

-- Films based on novels are seldom as good as the novels they are based on.

-- Reading is the perfect way to relax.

-- The idea that reading a book is somehow more worthwhile than watching a film is just snobbery.

--- 268 to 349

## xxx2 1: Plot and Theme

The question you are most likely to be asked about a book you have read or a film you have seen is: "What's it about?" It's a very good question, but it's a little ambivalent – that is, it can be interpreted in two ways. Let's suppose that the question concerns the well-known fairy tale "Little Red Riding Hood". Your most likely answer would probably begin with something like this: "Well, it's about this little girl called Red Riding Hood who sets off to visit her grandmother in the forest..." A short summary of the story, in other words.

But there is a chance that you might be in an intellectual frame of mind when you are asked the question. In that case, you might answer something like this: "It's about the dangers of growing up, the choices we face of either sticking to established paths or straying from them."

These two very different responses to the same question sum up the difference between two important terms we use when writing about literature: plot and theme.

### xxx3 Plot

The first response focused on what the story was about in terms of what happens. In novels and short stories we sometimes differentiate between the story and the plot. Put simply, the story is the events as they occur in the narrative. First this happens, and then that happens. Plot refers to the way these events are ordered and connected. After all, a writer is quite at liberty to present events in a non-chronological order, perhaps starting the narrative with the last of a sequence of events or withholding information about events that happened early until the very end. In ordinary usage the word "plot" can also mean "conspiracy" e.g. the plot to blow up the Houses of Parliament. In crime fiction revealing the conspiracy is often what the narrative is about. Modern novels in general are fond of tinkering with chronology and thereby keeping readers guessing until the end.

### xxx3 Theme

The second response to the question "What's it about?" focused on what the story was about in a deeper sense, the general issues, conflicts or ideas that the story deals with. We call these themes, and it's important to note that the second response doesn't mention Red Riding Hood or her grandmother. The themes of a literary work are found outside the work itself. In a sense, themes are what connect a story, play or poem to "the real world".

--- 269 to 349

It's important to be clear about the difference between a theme and a message. There are some sorts of literature (for example, religious or political literature) where authors may be trying to teach us something, to make us change our ways or ideas. But this is not the case with most literature. Most authors don't have a "programme" that they are trying to convince their readers of, and therefore it's often not relevant to talk about a "message". However, many authors have themes that they are particularly interested in and that recur in much of what they write.

### xxx3 Glossary

Glossary page 268

ambivalent: som betyr to ting

frame of mind: (sinns)stemning

to differentiate: å skille / å skilje

to tinker with: å tukle med

Glossary page 270

to recur: å vende tilbake til, å dukke opp igjen

### xxx3 Tasks

Writing

Choose a fairy story you know. Some suggestions: "Cinderella" (Askepott), "The Three Billy Goats Gruff' (De Tre Bukkene Bruse), "The Ugly Duckling" (Den Stygge Andungen), "Snow White" (Snehvit).

a. Write a short summary of the plot.

b+. (Challenging task) What themes are there in the story?

--- 270 to 349

Before reading: You are now going to read a short story by the Nigerian writer Ken Saro-Wiwa. It's a fairly straightforward tale about a man and a dog. As you are reading it, bear in mind the two terms plot and theme and ask yourself the question "What is it about?" in both of the senses we have mentioned.

## xxx2 Robert and the Dog

by Ken Saro-Wiwa (1941-1995, Nigeria)

Robert's new employer was a young medical doctor just returned from abroad. He was cheerful, exuberant and polite. It was obvious to Robert that he had not been in the country for a long time. Because he did not once lose his temper, he did not shout at Robert, he called him by his first name, and always asked him about his wife, children and other members of his family. Robert, accustomed to moving from household to household, thought he had at last found fulfilment. The more so as the young doctor appeared to be a bachelor.

Stewards, including Robert, prefer to serve a bachelor. Because every bachelor is as wax in the hands of his steward. The latter determines what is to be spent on grocery, how much food is to be served at meal times, what is to be done with the remnants of food. In short, he holds the bachelor's life in his hands. And that is tremendous power.

Robert quickly settled into his new situation and took full control of the house. Experience had taught him never to occupy the servants' quarters which were attached to the main house. It made dismissals or the abandonment of a situation rather messy. So it was that Robert's family lived in the filth and quagmire of Ajegunle which the wags termed The Jungle. In his one bedroom apartment in The Jungle, Robert was king. And he always repaired there nightly to exercise his authority over his wife and six children. The experience he had gained in running his household helped him a great deal in organizing the life of every new employer. Robert was particularly happy in his new situation because the young man was carefree and happy. There was, as has been said, no wife breathing down Robert's neck and limiting his abundant authority. There were no children whose nappies and numerous clothes had to be washed. He did not have to cook several meals a day. The young man ate but once a day, except for the cup of coffee and toast early in the morning.

Trouble began when the young man announced after six months that his wife was about to join him. Robert's face fell visibly at the announcement. But he did not worry very much at the expected curtailment of his wide powers. Who knew, the lady might not be an ogre after all.

--- 272 to 349

Which is precisely what happened in the event. The lady was as young and cheerful as her husband. She too, took an interest in Robert. She was European and excited about her first visit to Africa. She appeared pleased to have Robert's assistance. She spent the day asking Robert about African food, watching Robert at work in the kitchen and lending a helping hand where possible. She made sure Robert stopped work early so that he could get home to his family and did not make a fuss if Robert turned up late some odd mornings. And she got Robert paid every fortnight. She even offered to go and visit his wife and family in The Jungle. Robert carefully and politely turned down her offer. He could not imagine her picking her neat way through the filth and squalor of The Jungle to the hovel which was his home. Maybe, he thought, if she once knew where he lived and sampled the mess that was his home, her regard for him would diminish and he might lose his job. Yet the young lady extended every consideration to him. Robert began to feel like a human being, and he felt extremely grateful to his new employers.

The only source of worry in the new situation was the dog. For the young lady had arrived with a dog, called Bingo. And Robert watched with absolute amazement and great incredulity as the lady spoke tenderly to the dog. As she ensured that he was well fed with tinned food and milk and meat and bones. And she held the dog lovingly in her arms, brushed his hair and tended him carefully. The dog appeared as important to the lady as her husband and, indeed, Robert thought, in the order of things, the dog was more important than himself. Try as hard as he could, he could not dismiss from his mind the fact that the dog was doing better than himself. And he detested this state of affairs. He could understand a dog being invited to eat up an infant's faeces. He could understand a stray, mangy dog with flies around its ears being beaten and chased away from the dwellings of men. He could understand a dog wandering around rubbish heaps in search of sustenance. But a dog who slept on the settee, a dog who was fed tinned food on a plate, a dog who was brushed and cleaned, a dog who drank good tinned milk, was entirely beyond his comprehension. On one occasion, the lady took the dog to a doctor. And that was the straw that broke the camel's back.

All that day, Robert felt his stomach turn. And when he got home in the evening and saw his children with distended stomachs gambolling in the filth which simmered in a swollen stream at his door, and watched them hungrily swallow small balls of "eba", he asked himself, "Who born dog?" And all of a sudden he developed a pathological hatred for Bingo the dog, his master's dog. All night long, he saw in the eye of his mind, the dog cuddled in the warmth of the settee which he would have to clean and brush in the morning. And he asked himself again and again "Who born dog?"

--- 273 to 349

The object of Robert's hatred was totally oblivious of the feelings which he bred in the cook-steward. He reveled in the love of his master and mistress. He ate his food with relish and wagged his tail in contented gratitude. He loved and served the lady, doing as he was bid. And he wagged his tail contentedly at Robert. He slept in the day and kept watch over his owners at night. But each wag of his tail was like so many pinpricks in the heart of Robert who secretly vowed to "show" the dog some day.

That day duly arrived and much sooner than Robert had expected. The young doctor announced to him that they would be going away on holiday for six weeks. He wanted Robert to take care of the house. As they would not be travelling with the dog, he would be most delighted if Robert would be kind enough to take care of Bingo. They were going to leave enough tinned food and milk for Bingo and some money so Robert could purchase bones to supplement his food. He hoped Robert did not mind.

Not in the least, Robert replied. But in his innermost heart, he knew he had found the opportunity he wanted.

After the departure of the couple, Robert, true to his training, obeyed his master's orders to the letter. On the first and second days. On the third day, watching the dog lap his milk from a plate, a voice spoke to Robert. "Who born dog?" And to this ponderous question, Robert could find no other answer than "Dog". And the anger in him welled. He looked at the dog, and the dog looked at him, wagging his tail. Well may you wag your tail, Robert thought, but I can tell you, I'm not going to waste my life taking care of you.

He gathered up all the tins of dog food, all the tins of milk, tethered the dog to the settee and walked off, out of the house and the job he had loved to do. He gave the milk and dog food to his children when he got home.

And the dog died.

Spot check:

a. Why did Robert prefer to work for bachelors?

b. Why did he prefer to live at home rather than in the servants' quarters?

c. How did his employer's wife treat Robert?

d. Why couldn't Robert stand the dog?

e. What does Robert do to the dog?

### xxx3 Glossary

Glossary page 270

employer: arbeidsgiver/ arbeidsgivar

exuberant: sprudlende/ sprudlande

fulfilment: tilfredshet/ tilfredsheit

bachelor: ungkar

steward: forvalter/forvaltar

remnants: rester/restar

dismissal: oppsigelse/oppseiing

situation: stilling

quagmire: hengemyr

wag: spøkefugl

to repair: å begi seg til, å ga til / å dra til, å ga til

curtailment: innskrenking

ogre: uhyre

Glossary page 272

squalor: elendighet/elende

hovel: rønne

to sample: å ta (stikk)prøve av

incredulity: vantro/vantru

to detest: á avsky

faeces: avføring

mangy dog: skabbete bikkje

sustenance: føde

settee: sofabenk

the straw that broke the camel's back: drapen som fikk begeret til å renne el. flyte over / dropen som fekk begeret til å renne el. flyte over

distended: oppblåst

to gambol: à hoppe omkring

Glossary page 273

to revel: à nyte i fulle drag

ponderous: tung

to tether: â tjore

--- 274 to 349

## xxx2 Analysing Plot and Theme in "Robert and the Dog"

In stories, whether they are long novels or short fairy tales, there is always a protagonist. Sometimes there might be more than one. We could also use the term "main character", but protagonist is better because it implies action; the protagonist is the person who is at the centre of the action, like Little Red Riding Hood in the fairy tale. Often, but not always, a story also involves an antagonist, i.e. an opponent of the protagonist. Usually this is another character in the story, such as the wolf in the fairy tale that confronts Little Red Riding Hood in the forest. But the antagonist in a story could also be something less concrete, such as an organisation or an abstract enemy like hunger or the forces of nature.

In our present short story, the title gives us both the protagonist and the antagonist: "Robert and the Dog". The dog is, of course, quite unaware that he is an antagonist, but that doesn't alter the fact that he represents one half of the conflict in the story.

### xxx3 Conflict

Conflict is the stuff of stories. Without conflict, there can be no story. (What would Little Red Riding Hood be without the wolf?) In "Robert and the Dog" the conflict arises from the arrival of his employers' dog, Bingo. Until then the protagonist is quite satisfied with his situation as a steward for a young doctor – his employer is considerate and there is little to limit Robert's "abundant authority" in running domestic affairs. Even the arrival of his employer's wife is not in itself enough to threaten Robert's position. Bingo is the problem.

Although plots vary greatly from short story to short story and from novel to novel, there is a basic pattern that can be found in many works of prose fiction, as well as in much drama and film. This pattern can be presented thus:

Exposition -> Rising suspense -> Climax -> Falling suspense -> Resolution

In the exposition the reader is given the information needed to understand the conflict that arises. In "Robert and the Dog" the exposition runs to four paragraphs. We learn the bare essentials about Robert's new employer – that he has newly returned from abroad (medical studies in Europe, perhaps?) – and about relations between the employer and Robert. Robert clearly sees his employer as ideal, but at the same time his description gives us some impression of how he is used to being treated: "It was obvious to Robert that he had not been in the country for a long time.

--- 275 to 349

Because he did not once lose his temper, he did not shout at Robert..." We also learn about the circumstances of Roberts domestic life; he lives with a wife and six children in a one-bedroom apartment in The Jungle, as the slums of Ajegunle are called. We are also told one or two things that become more important seen in retrospect; Robert is apparently "accustomed to moving from household to household". Robert even chooses not to live in his employers servant quarters, because it makes things less "messy" in the event of being dismissed or leaving his employment. In other words, this is probably not the first time there have been conflicts involving Robert and his employers.

Rising suspense means the beginnings of the conflict that is the main interest of the story. In "Robert and the Dog" we are told explicitly when this rising suspense starts: "The trouble began when the young man announced after six months that his wife was about to join him." Although the lady herself is portrayed as both considerate and cheerful, we sense the seeds of conflict in the fact that she is so inexperienced and eager to please. It's her first visit to Africa and her offer of visiting Robert and his family in The Jungle clearly crosses a boundary of propriety for him.

--- 276 to 349

### xxx3 Climax

The level of conflict rises further as the antagonist of the story is mentioned for the first time: the hapless Bingo. Robert's growing disbelief at the way the dog is spoilt is documented at length, ending with "the straw that broke the camel's back": Bingo's visit to a doctor. Following the plot pattern given above, we can say that this is the climax of the story, the turning point at which the suspense starts to decline. Robert becomes obsessed with his hatred for the dog and resolves to act on it.

From here on the story winds down to its inevitable resolution: Robert walks out, never to return, taking the food and tins of milk home to his starving family and leaving Bingo to die.

### xxx3 Themes

So what is "Robert and the Dog" about? At one level it's a very straightforward tale that follows the basic plot pattern given above. Events are few and not particularly dramatic. However, it is not a story that is easy to forget. What makes the story memorable is the bluntness of the ending and the uncomfortable feeling it leaves us with. This uncomfortable feeling is connected to the other way of answering the question "What is it about?" – the one that concerns the themes of the story.

Titles are often a good signpost about the themes of a literary work. As we have already said, the title of this story simply names the protagonist and the antagonist. But Robert and Bingo also represent a deeper division between two different worlds. Robert can be said to lead a sort of double life. In the daytime he organises the life of the young doctor, buying his groceries, making his coffee, serving him meals. In the evening he returns to a life of abject poverty in "the filth and squalor" of The Jungle. The interesting thing about these two worlds is how utterly separate they are. Robert can move from one to the other, but the same is not possible for his employers. The offer by the doctor's wife to visit Robert and his family is quietly turned down, for Robert recognises that she, a newly-arrived European, would be deeply shocked by what she saw and that his status would be undermined.

The conflict between these two worlds comes to a head in the relationship between Robert and Bingo. For Robert, a dog belongs at the very bottom of the social hierarchy, deserving no more than "being invited to eat up an infant's faeces". To see Bingo being brushed and cleaned, indeed to have to do it himself, is not just unnatural; it's an insult to him.

--- 277 to 349

His employer's considerate treatment of him as servant makes him feel "like a human being", but the pampering of Bingo sends the opposite message; "... in the order of things, the dog was more important than himself'. Bingo's wagging tail, which mirrors the cheerful, well-meaning ignorance of his owner, only makes him even more of a provocation.

### xxx3 Shock

The end of the story is brutally blunt. When the opportunity arises, Robert simply steals the dog food and leaves, leaving Bingo tied to the settee. For dog-loving European readers the last line comes as a shock: "And the dog died". The shock is intentional, of course, and we are left asking ourselves why we are shocked at Bingo's death rather than relieved that Robert's pot-bellied children are finally going to have a proper meal. We are shocked at the disloyalty and ungratefulness of Robert's action, while at the same time understanding that Robert, a young man with a wife and six starving children, lives by the law of The Jungle.

So the story "Robert and the Dog" is not just about a servant who causes the death of his employer's dog. It's a story about how differences in culture and situation can make us see the world in very different ways. It's also a story about the precarious nature of the servant/master relationship. Perhaps most importantly, it's a story about the dehumanising effect of poverty and how huge social inequalities can poison human relationships.

### xxx3 Tasks

1 Looking At Plot

a. Sit in pairs or threes. Use the diagram above (p. 274) to help you retell the plot of "Robert and the Dog".

b+. (Challenging task) Use the diagram to analyse the structure of another short story you have read in this book. (See the table of contents.) How well does the diagram fit the story?

2 Discussion

Choose a film that you have all seen and can remember.

a. Discuss what you think the themes of the film are.

b. Discuss where you think the climax of the film is.

c. Discuss where you think the climaxes are in the fairy stories mentioned on page 269.

3+ Creative writing (Challenging task)

Write the exposition and the resolution of the fairy story you summarised in the task on p. 269.

--- 278 to 349

## xxx2 2: Point of View and Irony

Point of view – also called narrative perspective - is the term we use for the way a narrator relates to the story he or she is telling. There are basically four choices we could make:

We can tell the story by simply recounting the events that occur. If we, for example, were writing the story of Little Red Riding Hood, we could simply tell the story of what Red Riding Hood and the other characters did and said. The characters' thoughts and feelings would only be revealed through their actions and words.

Alternatively we could choose to "tap into" some of the thoughts and feelings of the main character – her anxiety on meeting the wolf, her indecision about whether or not to leave the path and pick flowers, her thoughts when she finds her strangely hairy-faced grandmother in bed.

Or we could also extend this insight into the thoughts and feelings to include other characters, for example the wolf. So we would "hear" him deciding not to eat Red Riding Hood in the forest, but rather to wait until she arrives at her grandmother's house.

Finally, we could let Red Riding Hood tell the story herself, or maybe let some other character tell it: the hunter, for example, or even the wolf (posthumously!).

### xxx3 Point of view

These choices represent the four main types of point of view we meet in fiction. The first is called the third-person objective point of view. Third-person means that characters are referred to in the grammatical third person, i.e. as he, she and they. Here the narrator functions more or less like a film camera, recording events and speech but offering no insight into the thought processes or feelings of the characters. In fact, we see them very much as we do people in real life, where we only learn of people's thoughts if they choose to share them with us. This type of point of view is actually quite rare in fiction, but is very close to the way drama and film tell a story.

The second type is called the third-person limited point of view, and it's the one used, for example, in "Robert and the Dog". Here we have access to Robert's thoughts about his employers, his reasons for not wanting the European wife to come visiting, his hatred and envy of the dog, and so on. The other characters are seen only from the outside and through the filter of Robert's own evaluations. The third-person limited point of view is the one most commonly used in modern fiction.

The third type is called the third-person omniscient point of view. Omniscient means "all-knowing", a word often used about God. In a story with this point of view, the narrator, god-like, has unlimited access to the thought processes of the characters.

--- 279 to 349

The reader is able to know about the feelings and intentions of the protagonist and everyone else in the story.

The last type is called the first-person point of view, meaning that the narrator is a participant in the story he/she is telling and therefore uses I and we. The narrator may be the protagonist, but can also be a minor character. A first-person narrator obviously has access to his/her own thoughts and feelings, but can only guess at the thoughts and feelings of others in the narrative.

The point of view a writer chooses to narrate a story from has quite an impact on how the reader experiences the story, not least for the reliability of what is told. A third-person objective point of view inspires our confidence because we are basically left to our own judgement and understanding of events. The third-person omniscient point of view is also usually reliable. Since we have access to the thoughts of many characters, we feel confident that we are well informed – rather like observing a card game where you can look over every player's shoulder to see what cards they have. At the other end of the scale is the first-person point of view. Here there is no guarantee that the narrator's presentation of events can be relied on – it may be misinformed, prejudiced or motivated by self-interest. Stories with unreliable narrators require an alert reader who reserves judgement and doesn't take everything at face value.

Somewhere between these two positions, we find the third-person limited point of view. By limiting our access to the thought processes of one character (usually the protagonist), we get closer to this character and can identify with him/her. At the same time, we are aware that the character's understanding of things might be limited or mistaken. The author may purposely allow a discrepancy (or disagreement) between what the character thinks and what we suspect to be the case. In "Robert and the Dog", for example, Robert guesses that his employer's European wife might lose her respect for him and even dismiss him if she knew where he lived. The reader, however, may wonder if this is more an expression of Robert's own shame about his poverty than an accurate portrayal of the lady's prejudice.

### xxx3 Irony

When such a discrepancy occurs in a story, we are dealing with a sort of irony. Irony is a difficult concept to define and can have many different forms, but very often irony is about this discrepancy between what is and what appears to be. If someone you know turns up covered in mud having fallen in a ditch and you say "I see you've dressed for dinner", you are being ironical. You mean the opposite: "You haven't dressed for dinner".

--- 280 to 349

In literature irony can arise when a character, especially the one whose point of view we are seeing events from, interprets reality one way while we, the readers, interpret it rather differently.

One of the classic examples of this sort of irony in world literature is the novel Don Quixote by Cervantes. In the novel, Don Quixote, a Spanish aristocrat fallen on hard times and losing his grip on reality, is a keen reader of romantic tales about knights in armour. He decides to set out and live the life of a knight, saving damsels in distress and battling against the forces of evil. The trouble is that everyone else (including the reader) realises that the world Don Quixote lives in is a fiction. His damsel in distress is actually a neighbouring farm girl who is not in distress at all, the giants he does battle with are actually just windmills, and so on.

--- 281 to 349

The irony lies in the gap between what Don Quixote perceives and what the reader (guided by the author) perceives. The result is comedy with more than a hint of tragedy.

We find a similar irony used to make a happy ending in Hans Christian Andersen's famous tale, "The Ugly Duckling". The poor, long-suffering "duckling" has survived the winter hiding in a stream. When spring comes, he sees a group of swans approaching. He swims towards them, expecting them to chase him away because of his ugly appearance. But instead they complement him on his beauty; the "duckling" has become a swan. As in Don Quixote, the irony lies in the discrepancy between the way the protagonist sees himself and the way the rest of the world sees him.

Irony in fiction, in the hands of a skilful writer, often has that way of making us see the world from a distance, with either comic or tragic effect. But irony is often used very subtly and therefore requires an observant reader who is prepared to notice the difference between how things appear and how they really are.

Spot check:

a. What are the four main types of point of view?

b. Explain in your own words the difference between the third-person limited and the third-person omniscient point of view.

c. What is meant by a "reliable" narrator?

d. In what way are Cervantes' character Don Quixote and Andersen's Ugly Duckling given similar treatment by their authors?

### xxx3 Glossary

Glossary page 278

point of view: synsvinkel

to recount: å fortelle (utførlig) om / å fortelje (utførleg) om

posthumously: etter doden

rare: sjelden/sjeldan

omniscient: allvitende/ allvitande

Glossary page 279

protagonist: hovedperson/ hovudperson

narrator: forteller/forteljar

reliability: palitelighet/palitelegheit

alert: oppmerksom, (år)vaken / (opp)merksam, (år)vaken

to take something at its face value: ǟ ta noe for hva det er / á ta noko for det det er

discrepancy: inkonsekvens, selvmotsigelse / inkonsekvens, sjolvmotseiing

to define: å bestemme (betydningen av) / ä bestemme (tydinga av)

Glossary page 280

character: oppdiktet person / oppdikta person

knight: ridder/riddar

damsel in distress: jomfru i nod

Glossary page 281

to perceive: å fatte, å innse / å fatte, å innsjå

subtly: subtilt, umerkelig / subtilt, umerkeleg

### xxx3 Tasks

Explaining irony

Explain the irony in the following quotations from the classic American comedian Groucho Marx:

-- I never forget a face. But in your case I'll be glad to make an exception.

-- A child of five would understand this. Send someone to fetch a child of five.

-- I have had a perfectly wonderful evening. But this wasn't it.

-- I find television very educational. Every time someone switches it on, I go into the other room and read a book.

-- Die, my dear? Why that's the last thing I'll do!

--- 282 to 349

Before reading: You are now going to read a short story by Graham Greene. It's about a little boy who gets some very bad news. That, coupled with the title "A Shocking Accident", would seem to imply a very tragic story. But there is irony already here. When you are reading the story, think about the point of view. Which of the four types given above does it use? What effect does this have on the way we see events? Look out for examples of irony; are there any discrepancies between how things appear and how they are?

## xxx2 A Shocking Accident

by Graham Greene (1904-1991, UK)

Jerome was called into his housemaster's room in the break between the [1] second and the third class on a Thursday morning. He had no fear of trouble, for he was a warden – the name that the proprietor and headmaster of a rather expensive preparatory school had chosen to give to approved, reliable boys in the lower forms (from a warden one became [5] a guardian and finally before leaving, it was hoped for Marlborough or Rugby, a crusader). The housemaster, Mr Wordsworth, sat behind his desk with an appearance of perplexity and apprehension. Jerome had the odd impression when he entered that he was a cause of fear.

"Sit down, Jerome," Mr Wordsworth said. "All going well with the [10] trigonometry?"

"Yes, sir." [15]

"I've had a telephone call, Jerome. From your aunt. I'm afraid I have bad news for you."

"Yes, sir?"

"Your father has had an accident."

"Oh."

Mr Wordsworth looked at him with some surprise. "A serious accident."

"Yes, sir?" [20]

Jerome worshipped his father: the verb is exact. As man recreates God, so Jerome re-created his father – from a restless widowed author into a mysterious adventurer who travelled in far places – Nice, Beirut, Majorca, even the Canaries. The time had arrived about his eighth birthday when Jerome believed that his father either "ran guns" or was a member of the [25] British Secret Service. Now it occurred to him that his father might have been wounded in a "hail of machine-gun bullets".

Mr Wordsworth played with the ruler on his desk. He seemed at a loss how to continue. He said, "You know your father was in Naples?" [30]

--- 284 to 349

"Yes, sir."

"Your aunt heard from the hospital today."

"Oh."

Mr Wordsworth said with desperation, "It was a street accident."

"Yes, sir?" It seemed quite likely to Jerome that they would call it a street accident. The police of course had fired first; his father would not take human life except as a last resort.

"I'm afraid your father was very seriously hurt indeed."

"Oh."

"In fact, Jerome, he died yesterday. Quite without pain."

"Did they shoot him through the heart?"

"I beg your pardon. What did you say, Jerome?"

"Did they shoot him through the heart?"

"Nobody shot him, Jerome. A pig fell on him." An inexplicable convulsion took place in the nerves of Mr Wordsworth's face; it really looked for a moment as though he were going to laugh. He closed his eyes, composed his features and said rapidly as though it were necessary to expel the story as rapidly as possible, "Your father was walking along a street in Naples when a pig fell on him. A shocking accident. Apparently in the poorer quarters of Naples they keep pigs on their balconies. This one was on the fifth floor. It had grown too fat. The balcony t>roke. The pig fell on your father."

Mr Wordsworth left his desk rapidly and went to the window, turning his back on Jerome. He shook a little with emotion.

Jerome said, "What happened to the pig?"

This was not callousness on the part of Jerome, as it was interpreted by Mr Wordsworth to his colleagues (he even discussed with them whether, perhaps, Jerome was not yet fitted to be a warden). Jerome was only attempting to visualize the strange scene to get the details right. Nor was Jerome a boy who cried; he was a boy who brooded, and it never occurred to him at his preparatory school that the circumstances of his father's death were comic – they were still part of the mystery of life. It was later, in his first term at his public school, when he told the story to his best friend, that he began to realize how it affected others. Naturally after that disclosure he was known, rather unreasonably, as Pig.

Unfortunately his aunt had no sense of humour. There was an enlarged snapshot of his father on the piano; a large sad man in an unsuitable dark suit posed in Capri with an umbrella (to guard him against sunstroke), the Faraglione rocks forming in the background. By the age of sixteen Jerome was well aware that the portrait looked more like the author of Sunshine and Shade and Rambles in the Balearics than an agent of the Secret Service. All the same he loved the memory of his father: he still possessed an album filled with picture postcards (the stamps had been soaked off long ago for his other collection), and it pained him when his aunt embarked with strangers on the story of his father's death.

--- 286 to 349

"A shocking accident," she would begin, and the stranger would compose his or her features into the correct shape for interest and commiseration. Both reactions, of course, were false, but it was terrible for Jerome to see how suddenly midway in her rambling discourse, the interest would become genuine. "I can't think how such things can be allowed in a civilized country," his aunt would say. "I suppose one has to regard Italy as civilized. One is prepared for all kinds of things abroad, of course, and my brother was a great traveller. He always carried a water-filter with him. It was far less expensive, you know, than buying all those bottles of mineral water. My brother always said that his filter paid for his dinner wine. You can see from that what a careful man he was, but who could possibly have expected when he was walking along the Via Dottore Manuele Panucci on his way to the Hydrographic Museum that a pig would fall on him?" That was the moment when the interest became genuine.

It seemed to Jerome that there were two possible methods of recounting his father's death – the first led gently up to the accident, so that by the time it was described the listener was so well prepared that the death came really as an anti-climax. The chief danger of laughter in such a story was always surprise. When he rehearsed this method Jerome began boringly enough.

"You know Naples and those high tenement buildings? Somebody once told me that the Neapolitan always feels at home in New York just as the man from Turin feels at home in London because the river runs in much the same way in both cities. Where was I? Oh, yes. Naples of course. You'd be surprised in the poorer quarters what things they keep on the balconies of those skyscraping tenements – not washing, you know, or bedding, but things like livestock, chickens or even pigs. Of course the pigs get no exercise whatever and fatten all the quicker." He could imagine how his hearer's eyes would have glazed by this time. "I've no idea, have you, how heavy a pig can be, but these old buildings are all badly in need of repair. A balcony on the fifth floor gave way under one of those pigs. It struck the third floor balcony on its way down and sort of ricochetted into the street. My father was on the way to the Hydrographic Museum when the pig hit him. Coming from that height and that angle it broke his neck." This was really a masterly attempt to make an intrinsically interesting subject boring.

The other method Jerome rehearsed had the virtue of brevity.

"My father was killed by a pig."

"Really? In India?"

--- 287 to 349

"No, in Italy."

"How interesting. I never realized there was pig-sticking in Italy. Was your father keen on polo?"

In course of time, neither too early nor too late, rather as though, in his capacity as a chartered accountant, Jerome had studied the statistics and taken the average, he became engaged to be married: to a pleasant fresh-faced girl of twenty-five whose father was a doctor in Pinner. Her name was Sally, her favourite author was still Hugh Walpole, and she had adored babies ever since she had been given a doll at the age of five which moved its eyes and made water. Their relationship was contented rather than exciting, as became the love-affair of a chartered accountant; it would never have done if it had interfered with the figures.

One thought worried Jerome, however. Now that within a year he might himself become a father, his love for the dead man increased; he realized what affection had gone into the picture-postcards. He felt a longing to protect his memory, and uncertain whether this quiet love of his would survive if Sally were so insensitive as to laugh when she heard the story of his father's death. Inevitably she would hear it when Jerome brought her to dinner with his aunt. Several times he tried to tell her himself, as she was naturally anxious to know all she could that concerned him.

"You were very small when your father died?"

"Just nine."

"Poor little boy," she said.

"I was at school. They broke the news to me."

"Did you take it very hard?"

"I can't remember."

"You've never told me how it happened."

"It was very sudden. A street accident."

"You'll never drive fast, will you, Jemmy?" (She had begun to call him "Jemmy".) It was too late then to try the second method – the one he thought of as the pig-sticking one.

They were going to marry quietly in a registry-office and have their honeymoon at Torquay. He avoided taking her to see his aunt until a week before the wedding, but then the night came, and he could not have told himself whether this apprehension was more for his father's memory or the security of his own love.

The moment came all too soon. "Is that Jemmy's father?" Sally asked, picking up the portrait of the man with the umbrella.

"Yes, dear. How did you guess?"

"He has Jemmy's eyes and brow, hasn't he?"

"Has Jerome lent you his books?"

--- 288 to 349

"No." [1]

"I will give you a set for your wedding. He wrote so tenderly about his travels. My own favourite is Nooks and Crannies. He would have had a great future. It made that shocking accident all the worse."

"Yes?" [5]

How Jerome longed to leave the room and not see that loved face crinkle with irresistible amusement.

"I had so many letters from his readers after the pig fell on him." She had never been so abrupt before.

And then the miracle happened. Sally did not laugh. Sally sat with [10] open eyes of horror while his aunt told her the story.

"How horrible," Sally said. "It makes you think, doesn't it? Happening like that. Out of a clear sky."

Jerome's heart sang with joy. It was as though she had appeased his fear for ever. In the taxi going home he kissed her with more passion than [15] he had ever shown and she returned it. There were babies in her pale blue pupils, babies that rolled their eyes and made water.

"A week today," Jerome said, and she squeezed his hand. "Penny for your thoughts, my darling."

"I was wondering," Sally said, "what happened to the poor pig?" [20]

"They almost certainly had it for dinner," Jerome said happily and kissed the dear child again.

Spot check:

a. Where is Jerome at the beginning of the story, and how old is he then?

b. Describe the school he attends.

c. Why does he not live at home?

d. What kind of picture does Jerome have of his father?

e. What difficulties does the housemaster have when telling Jerome what has happened to his father?

f. What is told in the story about the father? For example, his professions, Jerome's attitude to him etc.?

g. What happens when Jerome tells his best friend in public school about the accident?

h. Why does Jerome not want his fiancée to talk with his aunt about his father's death?

### xxx3 Glossary

Glossary page 282

housemaster: lærer som er ansvarlig for en avgrenset del av en kostskole / lærar som er ansvarleg for ein avgrensa del av ein kostskole

warden: ordenselev

proprietor: eier/eigar

approved: godkjent

reliable: pålitelig/påliteleg

Marlborough, Rugby: berømte engelske private kostskoler for gutter / kjende private engelske kostskolar for gutar

perplexity: rådvillhet/ forvirring

apprehension: engstelse/uro

to run guns: å smugle våpen

hail: her: regnskur

ruler: linjal

at a loss: i villrede / i villreie

Naples: Napoli

Glossary page 284

resort: her: utvei/utveg

convulsion: krampet rekning

to compose one's features: å legge ansiktel i de rette folder / å legge ansiktel i dei rette foldane

to expel: a bli ferdig med

callousness: hjerteløshet/ hjarteløyse

to brood: å ruge (over ting)

disclosure: avsløring

enlarged: forstørret/forstørra

ramble: streiftog

Glossary page 286

to embark on: å gå i gang med

commiseration: medfølelse/medkjensle

rambling: usammenhengende, springende / usamanhengande, springande

discourse: foredrag

genuine: ekte

hydrographic: her: marinbiologisk

to recount: å gjenfortelle / å fortelje att

to rehearse: å ove på

tenement building: boligblokk/bustadblokk

bedding: sengetøy

livestock: husdyr

to ricochet: her: å sprette

intrinsic: her: egentlig, i sitt innerste vesen / her: eigentleg, i seg sjolv

to have the virtue of brevity: a være prisverdig kort / à vere prisverdig kort

Glossary page 287

pig-sticking: villsvinjakt

chartered accountant: statsautorisert revisor

Hugh Walpole: populær britisk forfatter/forfattar rundt1920

contented: tilfredsstillende/ tilfredsstillande

insensitive: ufølsom/ufølsam

registry-office: her: rádhus

brow: øyenbryn/augebryn

Glossary page 288

nooks and crannies: krinkelkroker/krinkelkrokar

to crinkle: her: å vri seg

irresistible: uimotståelig/ uimotståeleg

to appease: her: å fjerne

--- 289 to 349

## xxx2 Analysing Point of View and Irony in "A Shocking Accident"

The first paragraph of "A Shocking Accident" prepares us well for the story that is to come. For one thing, it sets the scene for the first part of the story, at an expensive preparatory school. A preparatory school (often abbreviated to prep school) is the term used in Britain for a fee-paying school that "prepares" pupils up to the age of 13 from well-off families for the last part of the their private secondary education (at what, rather misleadingly, are called Public Schools). Today, most preparatory schools are day schools, but before they were often boarding schools.

### xxx3 Point of view

Graham Greene also uses the first paragraph to establish the point of view that he will use throughout the story: the third-person limited point of view. The second sentence places the narrative voice firmly in the consciousness of the main character, Jerome: He had no fear of trouble, for he was a warden -... It's a revealing sentence. It tells us a lot about what sort of school this is, and what sort of a boy Jerome is. It also sets the ironical tone of the story; Jerome believes that, because he is a "warden" (the school's name for pupils seen as particularly reliable), he has no reason to fear trouble. Being a warden, it seems, makes him invulnerable! Greene ridicules this attitude very gently, by just presenting it as a "fact".

Jerome's comforting faith in the system prepares us for what we later learn about his character. In the paragraph the point of view is limited to Jerome. It's true that we learn about Mr Wordsworth's state of mind as well, but this is done through outward description, filtered through Jerome's consciousness. Mr Wordsworth has "an appearance of perplexity and apprehension". Jerome has "the odd impression" that he is anxious.

### xxx3 Irony

We soon discover the source of this anxiety: Mr Wordsworth has the difficult task of breaking the news of the death of the boy's father, knowing that the circumstances of the death are so comical that he will have trouble keeping a straight face. But none of this is stated directly. This is where the irony comes into play. The dialogue between the housemaster and Jerome is presented in a deadpan way from the perspective of Jerome. The irony of the scene lies in the tell-tale signs of what poor Mr Wordsworth is going through that the reader understands, but Jerome doesn't. When Mr Wordsworth finally manages to spit out the truth that Jerome's father was killed by a falling pig, we are told: "An inexplicable convulsion took place in the nerves of Mr Wordsworth's face; it really looked for a moment as though he were going to laugh."

--- 291 to 349

Inexplicable for Jerome perhaps, but not for the reader! Having told the boy the story of the accident in all its comic detail, Mr Wordsworth turns his back on the boy and faces the window. When the author notes simply that "He shook a little with emotion", we are in no doubt about which emotion this is.

It's irony of this sort that makes "A Shocking Accident" such an enjoyable story. There is a special pleasure to be had from watching a protagonist being so mercilessly exposed by his author! Another example is the way Jerome's unfortunate father is presented in the story. Jerome worships him and believes him to have been "a mysterious adventurer" or even a member of the British Secret Service. Greene never explicitly tells us that this view of his father is completely mistaken, but he lays out hints and clues – his travel destinations ("... even the Canaries"), his dress (including an umbrella), his uninspiring book titles – that lead us to the conclusion that we are actually dealing with a rather second-rate and boring travel writer.

### xxx3 Clues

As we have said, irony requires the reader to read carefully in order to notice these hints and clues. It also requires that the reader and the writer have some of the same references. This can sometimes be a challenge when we read stories from another culture or from another time – we may not recognise the hints and clues. For example, in the first paragraph on page 287 we are first introduced to Jerome's fiancée. It's a paragraph full of irony. Some is very obvious and consists of overstatement, as in the suggestion that Jerome, when deciding when to get engaged, has "studied the statistics and taken the average". Similarly, there is overstatement in the comment that the relationship was "contented rather than exciting, as became the love-affair of a chartered accountant; it would never have done [i.e. been acceptable] if it had interfered with the figures."

Some of the other irony is less obvious and requires some common points of cultural reference. Chartered accountancy, for example, has long been the butt of jokes in Britain – it's seen as being a particularly conventional and boring profession. (There are many Monty Python sketches featuring chartered accountants!) Pinner is a suburb of London with a similar reputation. Sally's favourite author is "still Hugh Walpole" – and the word "still" is important here. Hugh Walpole was a prolific author who was very popular in the 1920s and 30s, but who quickly fell from favour in the following decades. By the time Greene was writing this story (the early 1960s) Walpole was definitely a literary has-been.

--- 292 to 349

### xxx3 Two levels

By placing these hints and clues in the text, the author makes Jerome and his fiancée seem more and more ridiculous, without ever having to tell us directly that they are so. As a result, the text has two levels: one in which we see things from Jerome's perspective and another in which we see things (and Jerome) from outside. This is irony in a nutshell. Here it's used for comic effect in a story which chiefly aims to entertain. (In fact, Graham Greene called these short stories "entertainments".) But irony can also be a powerful tool for social criticism and political satire. Particularly in countries with heavy censorship, subtle irony is often the only available weapon of dissident writers.

### xxx3 Tasks

1 Looking at irony

Read the text on the page opposite and answer the following questions:

a. What sort of a teacher is Mr Lawrence?

b. What is the writer's attitude to Mr Lawrence?

c+. (Challenging task) Find examples of irony in the text.

2 Creative writing

a. Rewrite the beginning of "A Shocking Accident" (i.e. the scene in Mr Wordsworth's room) placing the point of view with Mr Wordsworth. Important: you should keep to the third-person limited point of view, but it should now be limited to Mr Wordsworth.

b+. (Challenging task) Rewrite the end of the story (i.e. the scene where Sally learns the truth about the accident) as a first-person narration from Sally's point of view. Try and communicate something of Sally's character in the way she recounts the scene. When you are finished, write a paragraph explaining some of the choices you have made.

c+. (Challenging task) Write an ironic text (one or two paragraphs) about one of the following (fictional) characters: John Riley, footballer; Dolly Ingrams, talent show participant; Tracy Weller, experimental artist; The Great Valentino, magician. (Alternatively, you may invent other fictional characters.) Try the same approach that is used in the text about Mr Lawrence; i.e. it should be a damning portrait that on the surface looks like praise.

3 Looking at plot and theme

These tasks presuppose that you have read about plot and theme in connection with "Robert and the Dog" (see p. 274).

a. Is there an exposition in "A Shocking Accident"? If so, where does it finish? What do you see as being the climax of the story? Is there a resolution? If so, where does it start?

b. What themes do you think are touched on in the story?

--- 293 to 349

Mr Lawrence was a wonderful teacher. I know this to be true, because he told me so himself. Every lesson, according to this reliable source, was a pedagogical triumph in which ignorance and misunderstanding were put to flight and the torch of enlightenment was shone into the darkest recesses of his fortunate classes. Mr Lawrence's pupils, it seems, had long suffered under the incompetence and negligence of Mr Lawrence's colleagues and they were therefore filled with gratitude finally to be able to drink their fill at the bottomless well of wisdom that Mr Lawrence's teaching represented. The chaos of group cooperation, the sheer anarchy of project work, the time-wasting banality of class discussions – none of these proven failures of "trendy" modern teaching methods were favoured by Mr Lawrence. He preferred the Direct Method – knowledge transferred directly from brain to brains via the powerful medium of Mr Lawrence's booming baritone voice – kept in trim, incidentally, every Thursday as soloist with the school choir. As an admiring pupil put it: "I love Mr Lawrence's lessons; you can just sit back and wonder!"

--- 294 to 349

## xxx2 3: Characterisation

Literature is generally about people. Even when it isn't – for example, when it's about rabbits, aliens, gods or hobbits – it's about individuals who behave more or less like people. We call a person in a literary text a character, and some of the characters created by writers are far more fascinating than many real people. Hamlet, for example, may well have existed as a real person too (probably called Amleth), but it's Shakespeare's character, the brooding Prince of Denmark, that has achieved immortality. Fictional characters can become so real and important to us that we dream about them, call our children after them – even dress like them. (Round glasses were out until Harry Potter...) In literature, as in real life, we talk about character traits - i.e. features of their personality.

### xxx3 Direct and indirect characterisation

The way in which a writer creates a character is called characterisation, and there are two ways to go about this. The most obvious way is for the author to tell us what the character is like:

Charlie Richardson was a boy of 17 with a face full of freckles, a mop of ginger hair and the loudest laugh in the school. Kind-hearted and cheerful, he was popular with both the teachers and his fellow pupils. Charlie was someone you could rely on when the going got tough.

We call this direct characterisation, and it's the quickest way to establish a character. Provided that we are dealing with a reliable narrator (for example, an omniscient third-person narrator), we believe what we are told and expect the character to behave accordingly. A variant of direct characterisation is when a character is described by another character. The description of Mr Lawrence on p. 293 is an example of direct (although ironic) characterisation, backed up by the comment by the pupil at the end of the paragraph.

Alternatively, the writer can show what traits characters have through the way they act and through the things they say:

"No problem at all, " cried Charlie, drawing back a mop of ginger hair from his freckled face. "Of course you can borrow my Chemistry homework! But be warned – I'm absolutely hopeless at Chemistry!" He slapped me on the back and roared with laughter.

This is called indirect characterisation and it's closer to the way we actually experience people in real life. Often writers will combine these two modes of characterisation and, depending on the point of view they have chosen, they can also use the thought processes of their characters as a way of revealing their personalities.

--- 296 to 349

### xxx3 Flat and round characters

When talking about characters in a book, we sometimes use the adjectives "flat" and "round". A flat character is one that is clearly and simply defined in terms of a few attributes. Think of the stock characters of some comedians or the characters in a situation comedy. You know how they will react in a given situation; they may have particular phrases or expressions that they always use, or a particular gesture. Such characters can be called "flat". They are two-dimensional, they can be defined by a few traits and it's difficult to imagine them outside the fictional world that they inhabit.

A round character, on the other hand, is closer to the complexity of real life. Real people are full of paradoxes and surprises, their motivations and responses are not always easy to interpret and they can be pleasant in one situation and unpleasant in another. Round characters have at least some of this depth. Sometimes we can imagine them coming out of the pages of a book and living in the real world.

However, we should beware of imagining that round characters mean better literature than flat characters. It's very much a question of taste and of literary period. The novels of Charles Dickens, for example, are full of flat characters – and many of them are drawn with such colour and liveliness that they have become household names in English-speaking countries. Comic novels too tend to favour flat characters for their entertainment value. But protagonists in modern fiction are almost always round characters.

### xxx3 Static and dynamic characters

Two more terms that are used about fictional characters are static and dynamic. A static character is one that does not change during the narrative. Flat characters are generally static – they would lose their "flatness" if they had the ability to develop. Whether a round character develops or not depends on how much focus he or she has in the narrative. Protagonists are usually dynamic characters. Part of the interest of a novel is to see how a protagonist copes with challenges, and develops as a result of them.

In many novels and short stories there may also be a moment in the narrative when this change takes place – a turning point when the protagonist realises that life has to change, that a long-held conviction has been mistaken or that a new course has opened up. We call a moment like this an epiphany, and it often (but not always) coincides with the climax of the narrative.

Spot check:

a. What is the difference between direct and indirect characterisation?

b. What is required for a character to be experienced as "round"?

c. Why is a "flat" character usually also static?

d. Why can only a dynamic character experience an epiphany?

### xxx3 Glossary

Glossary page 294

brooding: grublende/ grublande

immortality: udødelighet/ udøyelegdom

character traits: karaktertrekk

freckle: fregne/frekne

ginger: rodblond/raudblond

to reveal: å avslare, å vise

Glossary page 296

attribute: egenskap, kjennetegn / eigenskap, kjenneteikn

stock character: stereotyp skikkelse, litterær type (som ikke forandrer seg) / stereotyp person, litterær type (som ikkje endrar seg)

depth: dybde/djupn

conviction: overbevisning/ overtyding

epiphany: åpenbaring/open-berring

to coincide: å inntreffe samtidig, å falle sammen / å inntreffe samtidig, å falle saman

--- 297 to 349

Before reading: You are now going to read a short story about a conversation between a grandfather and his grandson. When reading, try and reflect over how the author characterises the two. Is it direct or indirect characterisation? Are the characters flat or round, static or dynamic?

## xxx2 The Raft

by Peter Orner (USA)

[1] My grandfather, who lost his short-term memory sometime during the first Eisenhower administration, calls me into his study because he wants to tell me the story he's never told anybody before, again. My grandmother, from her perch at her dressing table, with the oval mirror circled [5] by little bulbs I used to love to unscrew, shouts, "Oh, for God's sake, Seymour. We're meeting the Dewoskins at Twin Orchard at seven-thirty. Must you go back to the South Pacific?"

My grandfather slams the door and motions me to the chair in front of his desk. I'll be thirteen in two weeks. "There's something I want to [10] tell you, son," he says. "Something I've never told anybody. You think you're ready? You think you've got the gumption?"

"I think so."

"Think so?"

"I know so, sir. I know I've got the gumption."

[15] He sits down at his desk and stabs open an envelope with a gleaming letter opener in the shape of a miniature gold sword. "So you want to know?"

"Very much."

"Well then, stand up, sailor." My grandfather's study is carpeted with [20] white shag, which feels wooly against my bare feet. I twist my toes in it. Many cactuses are also in the room. My grandfather often encourages me to touch their prickers to demonstrate how tough an old bird a plant can be. My grandfather captained a destroyer during World War II.

"It was late," he says. "There was a knock on my stateroom door. I leaped [25] up. In those days I slept in uniform – shoes too." My grandfather smiles. His face is so perfectly round that his smile looks like a gash in a basketball. I smile back.

"Don't smile," he says. "Just because I'm smiling, don't assume I [30] couldn't kill you right now. Know that about a man."

"Oh Seymour, my God," my grandmother says through the door. "Anyway, isn't he supposed to be at camp? Call his mother."

He looks at me and roars at the door, "Another word out of you, ensign, and I'll have you thrown in the brig, and you won't see Beanie [1] Dewoskin till V-J Day."

--- 299 to 349

"I'll make coffee," my grandmother says.

"It was late," I say. "There was a knock."

"Two knocks," he says. "And by the time he raised his knuckle for the [5] third, I'd opened the door. 'A message from the watch, sir. A boat, sir, three miles due north. Very small, sir. Could be an enemy boat, sir; then again, it might not be. Hard to tell, sir.' I told the boy to can it. Some messengers don't know when to take a breath and let you think. They think if you aren't saying anything, you want to hear more, which is never [10] true. Remember that. I went up to the bridge. 'Wait,' I told them. 'Wait till we can see it. And ready the torpedoes,' I told them, or something like that. I forget the lingo."

"The torpedoes?" I say.

"Yes," he says. "The torpedoes. I couldn't make it out, but the chance [15] that it wasn't a hostile boat was slim. You see what I'm driving at?"

"I do, sir."

"No, you don't, sailor."

"No, I don't," I say. "Don't at all."

"We'd been warned in a communiqué from the admiral to be on high alert [20] for kamikaze flotillas. Do you have any idea what a kamikaze flotilla is?"

"Basically," I say, "it hits the side of your boat, and whango."

"You being smart with me? You think this isn't life and death we're talking about here?"

[25] "Sorry, sir."

"So I waited. It took about a half hour on auxiliary power for us to get within a quarter mile of the thing – then I could see it with the search."

[30] My grandfather pauses, opens his right-hand desk drawer, where he keeps a safety-locked pistol and a stack of pornographic comic books. They are strange books. In the cartoons men with long penises with hats on the ends of them and hair growing up the sides, so that to me they look like pickles, chase women with their skirts raised over their heads and tattoos on their asses that say things like "Uncle Sam's my daddy" and "I never kissed a Kaiser." He whacks the drawer shut and brings his hands together in front of his face, moves his thumbs around as if he's getting ready either to pray or to thumb-wrestle.

"Japs," he says. "Naked Japs on a raft. A raftload of naked Jap sailors. Today the bleedyhearts would probably call them refugees, but back then we didn't call them anything but Japs. Looked like they'd been floating for days. They turned their backs to the light, so all we could see were their backsides, skin and bone fighting it out and the bone winning."

I step back. I want to sit down, but I don't. He stands and leans over his desk, examines my face.

--- 300 to 349

Then he points at the door and murmurs, "Bernice doesn't know." On a phone-message pad he scrawls, BLEW IT UP in capital letters. Whispers, "I gave the order." He comes around the desk and motions to his closet. "We can talk in there," he says, and I follow him into his warren of suits. My grandfather long ago moved all his clothes out of my grandmother's packed-to-the-gills closets. He leaves the light off. In the crack of sun beneath the door I can see my grandfather's shoes and white socks. He's wearing shorts. He'd been practicing his putting in the driveway.

"At ease, sailor," he says, and I kneel down amid the suits and dangling ties and belts. And I see now that it's not how many times you hear a story but where you hear it that matters. I've heard this before, but this is the first time I've been in a closet alone with my grandfather.

"Why," I say. "Why, if you knew it wasn't

"Why?" he says, not like he's repeating my question but as if he really doesn't now. He sighs. Then, still whispering even though we're in the closet, he says, "Some men would lie to you. They'd say it's war. I won't lie to you. It had zero to do with war and everything to do with the uniform I was wearing. Because my job was to make decisions. Besides, what the hell would I have done with a boatload of naked Japanese? There was a war on."

"But you just said

"Listen, my job. Just because men like me made the world safe for men like your father to be cowards doesn't mean you won't ever blow up any civilians. Because you will. I do it once a week at the bank." He places a stumpy, powerful hand on my shoulder. "Comprende?"

"Never," I breathe.

"Good," he says, and we are standing in the dark and looking at each other and the story is the same and different – like last time, except this time his tears come so fast they're like lather. He blows his nose into his hand. I reach and offer him the sleeve of one of his suit jackets. "I'll let myself out," he says, and leaves me in the confessional, closing the door behind him.

This time I don't imagine anything, not even a hand that feels like a fish yanking my ankle. Another door opens. "Seymour? Seymour?" my grandmother says. "Where's the kid?"

--- 301 to 349

Spot check:

a. Why does the boy's grandmother lose her patience when the grandfather calls him into the study?

b. What position did the grandfather have during World War II?

c. What happened to the Japanese sailors on the raft?

d. What reason does the grandfather give for his actions?

e. What happens inside the closet?

### xxx3 Glossary

Glossary page 297

administration: presidentperiode

perch: sikker posisjon

to motion: å gi tegn til / å gi teikn til

gumption: tæl

destroyer: militærskip

gash: flenge

ensign: sekondløytnant

brig: arrest (på båt)

Glossary page 299

V-1 Day Victory over Japan Day, the day of Japanese surrender in World War II to can: å kutte ut

lingo: sjargong

slim: liten

communiqué: kommunike

kamikaze flotilla: båt som angriper ved a krasje inn i et større skip, «selvmordsbåt» / båt som går til åtak ved å krasje inn i eit større skip, «sjølvmordsbåt»

whango: bang

auxiliary power: hjelpemotor

bleedyheart: bløthjertet person / blauthjarta person

Glossary page 300

to murmur: å hviske / å kviskre

warren: virvar

putting: slag i golf

coward: feiging

comprende: forstår

lather: skum

conjessional: skriftestol

--- 302 to 349

## xxx2 Analysing Character in "The Raft"

In the first sentence of "The Raft", the narrator's grandfather, the main character of the story, is presented. The author uses direct characterisation to paint a quick portrait of the old man. We are told that he lost his short-term memory some time ago; the first Eisenhower administration was in the 1950s. He also presents the effect of this memory loss by ironically stating that grandfather "wants to tell me the story he's never told anybody before, again". The fact that this is by no means the first time is confirmed two sentences later by the grandmother's exasperation: "Oh, for God's sake, Seymour ... Must you go back to the South Pacific?" It's common to use direct characterisation in the opening of a short story. It's a quick and effective way of establishing a character and giving the reader certain expectations. In "The Raff" it is almost the last time direct characterisation is used. From here on the author develops the character of the grandfather indirectly – through his own words and actions. The transition is immediate:

My grandfather slams the door and motions me to the chair in front of his desk.

This sudden act of violence and his commanding manner establish important aspects of the grandfather's character. Sudden movements and outbursts are common in his behaviour during most of the story: He "stabs open" an envelope. He "roars" at his wife. He "whacks" the drawer shut. At the end of the story, when they are kneeling in the "confessional" of the closet, the sudden quietness of the man as he whispers his confession is all the more effective. His departure at the end is the exact opposite of his violent domineering entrance:

"I'll let myself out," he says, and leaves me in the confessional, closing the door behind him.

### xxx3 Ways of talking

Speech is an important tool in indirect characterisation. An author can define a character by giving him or her a particular way of speaking, a particular vocabulary or even a dialect. Grandfather is the former captain of a World War II destroyer, and his naval background still dominates his speech (even though he professes to "forget the lingo"). It's an important source of humour in the story that the old man talks to his family as if they were members of his crew, calling his grandson "sailor" and his wife "ensign". But it also underlines the tragedy of the man – that, because of an error of moral judgement (in his own eyes, at least) decades ago, he is unable to let go of the past but is condemned to repeat it over and over again.

--- 303 to 349

His macho sailor language, with his talk of "Japs" and his contempt for "bleedyhearts" and "men like your father" (who perhaps refused military service?) conceal a man in need of a forgiveness that no one can grant him.

### xxx3 The narrator

There are only three characters in the story, and the grandmother plays only a minor role. The remaining character is the 13-year-old grandson, who is also the narrator (though now an adult). The young grandson's role in the story is mostly passive; he obeys his grandfather's orders and answers his questions (often unsatisfactorily, judging by the grandfather's reactions). However, it's clear that he knows his grandfather's eccentricities and is not too put out by his behaviour. There are even moments when he seems to be making fun of him, like when he is asked whether he knows what a kamikaze attack is:

"Basically; " I say, "it hits the side of your boat, and whango."

"You being smart with me?"

For most of the story, our only insight into the boy's character is through what he says and what he does. However, towards the end, when he and his grandfather are huddled in the "confessional", we are allowed some brief insights into his thoughts and feelings too. He wants to sit down, but doesn't. And he reaches an important insight:

"And I see now that it's not how many times you hear a story but when you hear it that matters. I've heard this before, but this is the first time I've been alone in a closet with my grandfather."

At the very end, when the grandfather has left the boy alone in the closet, there is a rather mysterious sentence:

This time I don't imagine anything, not even a hand that feels like a fish yanking my ankle.

It seems it's not only the grandfather that has had recurring nightmares about the raft of Japanese sailors; the boy has too. But this time he doesn't imagine anything. So some kind of a change has taken place.

### xxx3 What is it about?

This leads to an important question; who is the protagonist of this story? Earlier we said that the grandfather was "the main character", and this is true, in the sense that it his character that dominates the action and arouses our interest. But this is also a story about a childhood experience – an unforgettable meeting between a boy and his grandfather. If there is an epiphany in the story, it surely belongs to the boy. A story he has heard over and over again suddenly becomes different, because for the first time he understands why his grandfather has been repeating it; because of his sorrow and shame at what he did.

--- 304 to 349

At the end, his grandfather's tears help the boy forget his own nightmare.

If we accept this interpretation, "The Raft" can be seen as one of the many short stories dealing with the difficult process of growing up.

### xxx3 Tasks

1 Discussion: characterisation

a. What means does the author use to characterise the protagonist in "Robert and the Dog"?

b. In "Robert and the Dog", Robert's employers are never given a name. What effect does this have?

c. Which characters in "Robert and the Dog" do you see as round and which are flat?

d. Find examples of direct characterisation in "A Shocking Accident".

e. Is Jerome in "A Shocking Accident" a flat or a round character? Explain your view.

f. What character traits does Jerome's aunt have?

g. (Challenging task) Is there an epiphany in "A Shocking Accident"? If so, where?

2 Creative writing

a. Write a direct characterisation of a person that has been in the news recently. Make sure that your characterisation does not mention the person's name, or what the person has done. It should only deal with the person's appearance, character traits, manner, and so on. Then sit in groups of three or four and take turns to read out your characterisation. Try and guess who the person is.

b+. (Challenging task) A young man is driving his Lamborghini Aventador (which, in case you don't know, is a very expensive Italian sports car) down a remote country road on his way to a wedding when the car, for some inexplicable reason, breaks down. There is no mobile coverage, so all he can do is wait for other motorists to come along. They don't. After about an hour an old lady comes along on a bike. He decides that she's the only hope he has.

Write a short short story (a few paragraphs) in which you portray the meeting between these two. Concentrate on making your characters as interesting as possible. You can use some direct characterisation, but the emphasis should be on indirect characterisation.

3 Analysing "the raft"

These tasks presuppose that you have read about plot, theme, point of view and irony earlier in this chapter.

a. What point of view is used to tell the story? What consequences does this have for the way we see events?

b. Can you find examples of irony?

c. Where is the climax of the story, in your view?

d+. (Challenging task) Is there an exposition and a resolution of the plot? If so, where do they start and finish?

e+. (Challenging task) What would you say are the main themes of the story?

--- 305 to 349

## xxx2 4: Setting

Human beings live in time and space. Sometimes we use stories to escape from time and place, like in fairy tales that begin "Once upon a time. But these are exceptions. Most stories happen somewhere and at some time. It's this where and when that we call setting. Setting comes from the verb to set, and we say, for example, that a story "is set in Australia".

Some stories show a remarkable flexibility when it comes to time and place. The same myths, legends and fairy tales, for example, can be found in widely different cultures and in different centuries. But that doesn't mean that setting is not important. If we take the story of Little Red Riding Hood, for example, and set it in the world of big business, making Red Riding Hood herself a trainee chartered accountant and the wolf a ruthless real estate broker, we end up with a different story even though the basic plot remains unchanged. Indeed, when we think back to a story we have read, it's very often the setting we remember long after the plot has been forgotten.

### xxx3 Three aspects of setting

There are three aspects of setting. Firstly, there is geographical place. Its importance varies from text to text; some stories are rooted in a particular landscape that is frequently described and actually has consequences for the events that occur. In a work like Lord of the Rings, for example, geographical place (although imaginary) is so important that the books are equipped with maps.

--- 306 to 349

Here we follow the protagonist not just through life, but across a landscape. In other stories, geographical place may hardly be mentioned.

The second aspect of setting is time. As a general rule we can say that, unless writers indicate otherwise, the story they tell belongs in the present. But, of course, the writer's present soon becomes our past and later readers will have to keep their eyes open to find clues about what period we are dealing with. Such clues might be anything from technology (e.g. a cassette Walkman or the lack of mobile phones) to popular culture (e.g. a hit song, a dress fashion) or mention of a particular historical event or person. When writers place their story in another time than their own present, they are likely to be more conscious of the clues they leave. Historical novels have the difficult task of recreating a world that may not be familiar to the reader.

Finally, there is the aspect of setting that we call social environment. If we say that a short story is set in a village in Yorkshire in the 1860s, we still have more to say. Does the story follow the fortunes of a coal miner and his family in their fight for survival? Or is it about the local landowner and his foxhunting buddies? Although social differences may not be the focus of the novel or short story, there is no such thing as a "neutral" social environment, any more than there is a "neutral" place or time. The way characters speak, the lives they lead, the things they think are important – these are all aspects of social environment.

Setting can be seen as a sort of a backdrop, as used in drama to represent the scene of the action. But this does not mean that setting is just a question of "local colour". In the following short story, set in America and India, we see how setting can actually have an influence on events.

Spot check:

a. What are the three aspects of setting?

b. In what way are fairy tales unusual as regards setting?

### xxx3 Glossary

Glossary page 305

trainee charted accountant: statsautorisert revisorlærling

real estate broker: eiendomsagent/eigedomsagent

Glossary page 306

equipped: utstyrt

present: nåtiden/notida

clue: ledetråd, spor / leietråd, spor

conscious: bevisst

backdrop: bakteppe, bakgrunn

--- 307 to 349

Before reading: You are now going to read a short story in which setting plays a vital role. As you are reading, notice how geographical place is communicated to the reader. What indications are there to tell us what period the story is taking place in?

## xxx2 Air Mail

by Ravi Mangla (USA)

[1] "It's like a messy bedroom." Mr Peters said to open his lecture on Chapter 14 – "Developing Nations and Emerging Markets". Chapter 9 – "The Colonization of Africa" – began similarly as he used the metaphor of picking teams in gym class to explain the Berlin Conference. The Crusades [5] were like a game of king of the hill, the American Revolution was a heated argument with your parents, and the Berlin Wall was the picket fence between you and the neighbors with the satellite dish and hot tub and trampoline. He complacently thought of himself as the "cool teacher" and upheld this title by relating to his fifth-grade class and their [10] generalized interests, since he himself was not so far removed from the plights of childhood. As he spoke colorfully and comically about immigrants in cartoons and the adopted children of high-profile celebrities, he wheedled nods of acknowledgement from even the sleepiest and most doleful of students.

[15] Tommy left class no less confused than when he entered, conjuring misshapen visions of wooded forests and spear-wielding tribesmen extracted from snippets of television. He imagined a civilization unearthing fire for the first time and attempting to sculpt a wheel out of stone but settling on an octagon.

[20] The bus dropped him at the mouth of his neighborhood. He walked home past lawns mown to a fine crewcut and under the arcs of sprinklers. He saw the Nguyens' house. His mother hadn't cared much for the Nguyen family ever since their cat ate all the geraniums in her garden and then they blamed her when the cat got sick.

[25] "What are developing nations like?" He asked his parents over dinner.

"Developing nations?" his father said with an eyebrow raised.

"I think he means Third World countries, honey," his mother said.

"How should I know? I've never been."

[30] "The Merrimans went to the Far East last spring. I remember Mrs Merriman said it didn't smell very nice because there isn't a good sewage system in place," his mother said.

"Makes sense. Why would they want to go there when you've got the best cities in the world right here – Chicago, New York, Los Angeles," his father said, counting off his fingers, as a spray of mashed potatoes fled [1] his mouth, "Miami, Dallas, Atlanta... Philadelphia.... Boston.

--- 308 to 349

Boston is one hell of a city. Every great city is right here, I don't get why you'd waste all that money for bad sewage." [5]

There was a short chapter on the Gulf War in their textbook. Anirudh's teacher Mr Sidhu used the word "decadent" to describe Western culture. Anirudh didn't know what it meant but there was something undeniably lush and grand sounding about the word. He liked the bold juxtaposition of the syllables and muttered the word softly to himself as he walked [10] home down the dusty road with his books under his arm. "Dec-a-dent." Some of his schoolmates on bicycles pedaled past him, teasing him affably about having to walk home. A woman hung colorful silks from the balcony of her home, resplendent in the fierce sunlight. Anirudh thought about the West. He had seen Europeans and some Americans in the town [15] before – there was an Australian who lived at the end of the road, but still the West seemed like an uncharted frontier; distant and unfathomable.

--- 309 to 349

Anirudh's father was a civil servant and their house was modest. Over daal and paratha he asked his father about America and the West.

"What is America like?"

"How would I know? I've never been."

"Maybe I'll go one day."

"You? Go to America?" He laughed. Anirudh admired his father. He, however, did not admire his sense of humor quite as much, which was often at his own – or his mother's – expense.

"You know the Chaturvedi family visited last year for their niece's wedding. They said that the cars are larger and everyone eats outside of the house," his mother said.

Outside of the house? Anirudh tried to envision this world of large cars and outdoor food. It wasn't like the exploding warehouses and shootouts from the American movies he had seen or the wide roads and lavish edifices in his textbook. It seemed so strange. The image he sketched in his mind, assimilating all these elements, looked no more believable than a comic strip.

The following morning, Mr Peters announced the class project for the second semester. They would compose letters to children of the same age in a developing nation. Some of the students groaned. Then again, they groaned at the implication of any sort of work. Mr Peters groaned, out of the habit of mimicking the temperaments of his class.

Tommy composed his letter perfunctorily. Without so little as a heading, salutation, or valediction (which they were taught earlier in the year) he scribbled:

My name is Tommy. I’m 12. I like playing baseball and basketball. What is India like?

Would whoever received it even be able to understand it? Could they read or write? Surely, they wouldn't know what baseball or basketball was. Would he receive a letter back?

A week later, Mr Sidhu brandished a large envelope in front of his class. The project had been a surprise. He passed out the letters to his students. Anirudh unfolded his: My name is Tommy. Tm 12.1 like playing baseball and basketball. What is India like?

It was very short. He shrugged and began crafting his response.

On the way home, Anirudh was overwhelmed with thoughts of grandeur. He saw the broad, shining windows of Western skyscrapers towering over the throngs of city dwellers in silk ties and dark suits as he passed the grimy fronts of the spice and sweet shops, the mercer and seamstress. He heard the drumming of hard-sole shoes on the sidewalk, the rustle of clothes, the chorus of professional voices talking into their mobile phones, the horns of cars and the noise of buses braking abruptly. [1]

--- 310 to 349

And then there was the sound of his own feet on the narrow dirt road forlorn amid a sprawling blanket of silence. He envisioned the gold-handled door of boundless possibility alongside the hewn wooden door of his own potential, the paint rubbed out and hinges rusted. There was [5] a world beyond his own, a garden outside of the cocoon he yearned to break free of, to find his wings, to traverse the open sky, to breathe in the sweet flowered air. He felt at once a sense of wonder and adventure followed by a deep-seated longing as he saw himself in the grimy window of the jewelers and was reminded of who he was again – Anirudh, the [10] son of a modest civil servant, destined to follow in the footsteps of his father. "Travel is a silly thing," his father maintained. "You go out to see the world and then what? What have you got?"

Mr Peters flourished the envelope in front of his class. He passed it [15] around so each of the students could see the tiles of gold stamps and strange writing and the red ink imprint spelling out the word "AIRMAIL". Some students forwarded it brusquely to the next, while others gawked at the alien markings.

Tommy unfolded the letter that was handed to him: [20]

Hello Tommy,

My name is Anirudh. I like games and movies and being with friends. I play cricket sometimes. My teacher Mr Sidhu said cricket is similar to your baseball.

--- 311 to 349

India is good. I go to school and go to the store sometimes to buy sweets and gum with my money. What is America like? What food do you eat?

It lives! It breathes! He was no creature from another planet. It was as if a boy no different than himself had just been birthed into existence. He composed his reply with a vigor that was absent from his earlier effort. He showered Anirudh with a long string of questions.

Hey Anirudh,

America is great. I like hanging out with my friends and going to movies too. My favorite foods are pizza, sesame chicken and spaghetti. What do you use to pay for things? What's your school like? Do you have TV? What movies do you watch? Do you wear a towel on your head? Do you have a car? What kind of sweets and gum? What holidays do you celebrate? What religion are you? Do you have any brothers or sisters?

Though he found some of the questions odd, Anirudh was happy to answer each one. The rupee was their form of currency. He was Hindu and not Sikh. It was typically the Sikhs who wore turbans. He explained the holidays of Holi and Diwali. He watched mostly Bollywood films but had seen American ones as well. He also liked pizza and ate it when he went to Chandigarh to visit his cousins.

Tommy explained the restaurant culture and fast food phenomenon. He described New York City, Hollywood and Disney World. Tommy was fascinated by the celebration of Holi. The concept of a day dedicated to running amuck in the streets and throwing paint at one another amazed him. His family celebrated major holidays by going to church – he much preferred the idea of throwing paint.

Tommy had begun preparing his letters before class. He was giddy when a new one arrived. He grew impatient, counting the days between correspondences. It was an enthusiasm school had never afforded him. While the other children in the class gradually lost interest, Tommy wrote page after page. Their letters grew longer and more personal. Mr Sidhu and Mr Peters continued to mail out the boys' letters after the project had finished. At the end of the school year, without the slightest hesitation, they exchanged street names, towns, states and postal codes and began writing from home; each standing in the doorway of their future, at the dawn of adolescence, looking out onto the vast world before them.

Spot check:

a. What subject are they dealing with in Mr Peters' class?

b. What subject are they dealing with in Mr Sidhu's class?

c. What did Tommy's parents know about the Third World?

d. What did Amrudh's parents know about the USA?

e. How is communication between Tommy and Anirudh conducted?

### xxx3 Glossary

Glossary page 307

developing nation: utviklingsland

crusade: korstog

picket fence: stakittgjerde

complacent: selvtilfreds / sjølvnøgd, sjølvtilfreds

to wheedle: å smiske, a god-snakke med

acknowledgement: anerkjennelse/anerkjenning

doleful: klagende/klagande

to conjure: å framkalle

misshapen: misdannet/ misdanna

to unearth: å oppdage

octagon: åttekant

arc: bue/boge

sewage: kloakk

Glossary page 308

lush: saftig, flott

juxtaposition: sammenstilling/samanstilling

affably: vennlig/vennleg

resplendent: skinnende/ skinande

unfathomable: uutgrunnelig, ufattelig / uutgrundeleg, ufatteleg

Glossary page 309

civil servant: embetsmann

lavish: overdådig

edifice: bygning

to groan: ä stønne

to mimick: å etterligne / å etterlikne

perfunctorily: uinteressert

salutation: innledende hilsen / innleiande helsing

valediction: avskjedshilsen/ avskjedshelsing

to brandish: å svinge

to craft: å lage

grandeur: storhet/stordom

mercer: tekstilforhandler/ tekslilforhandlar

Glossary page 310

forlorn: alene og forlatt / aleine og forlaten

hewn: hugget/hoggen

hinge: hengsel

to yearn: å lengte

to flourish: a vifte med

brusquely: avvisende, brått / avvisande, brått

to gawk: å glo, å måpe

Glossary page 311

vigor: kraft

absent: fraværende/ fråverande

giddy: yr

hesitation: nøting

adolescence: tenårene/tenåra

--- 312 to 349

## xxx2 Analysing Setting in "Air Mail

"Air Mail" is an unusual short story in terms of setting because, in spite of being a relatively short text, it's set in two different places. The story is about how the limitations of our experience – decided by the place and time we are born in – can be transcended if we are adventurous and imaginative enough.

### xxx3 The USA

The opening paragraph not only sets the scene – a fifth grade class at an American school – but presents us straight away with this theme. Mr Peters is keen to be a popular teacher and likes to explain history using the recognisable world of his pupils: the colonisation of Africa is described in terms of "picking teams in gym", the Crusades in terms of a children's game, the Berlin wall in terms of a picket fence, etc. Tommy (and the author) clearly finds this unsatisfactory. Mr Peters is unable, or unwilling, to make the pupils see beyond their own daily lives and really understand the past. Tommy discovers the same inability in his mother when he asks her what developing nations are like. She can only refer to her friend Mrs Merriman's experience that the Far East "didn't smell very nice".

### xxx3 India

On the other side of the world another pupil, Anirudh, encounters exactly the same problems. His teacher, Mr Sidhu dismisses "Western culture" as "decadent", while his mother associates America only with big cars and the absurd idea of eating outdoors. Neither of these responses helps Anirudh satisfy his curiosity about this "uncharted frontier".

### xxx3 Contrasting worlds

The story tells about how these two boys start on the exciting process of discovery through the unlikely and rather old-fashioned medium of airmail. In order to make the story work, the author has to establish the contrasting worlds that these boys live in. He could do this by stopping the narrative and describing each setting in a paragraph or two, but that would be rather clumsy. Instead he chooses to put defining details of setting into the narrative. The "lawns mown to a fine crewcut... under the arcs of sprinklers" speak of suburban, middle-class America. A couple of paragraphs later a woman is hanging "colorful silks from the balcony of her home" as Anirudh makes his way down the "dusty road" from school.

--- 313 to 349

These details are carefully chosen to conjure up India. In the same way, the mashed potato Tommy eats with his parents corresponds to the daal and paratha Anirudh eats with his, and Tommy's favourite sports, baseball and basketball, correspond to Anirudh's cricket. Using this sort of "shorthand" a writer is often able to build up a setting without too much description.

In "Air Mail" we also meet what might be called "imagined setting". Anirudh has preconceptions about America, mostly gained from American films ("exploding warehouses and shootouts ... wide roads and lavish edifices"). As he walks home from school this imagined setting is contrasted to the reality of his home village: "the broad, shining windows of Western skyscrapers ..." as opposed to "the grimy fronts of the spice and sweet shops ...". We are not told that Tommy has similar stereotypical images of India. We can suppose that the Indian way of life has not had the same media impact in America that the American way of life has had in India.

### xxx3 Social environment

We have said before that social environment is an important aspect of setting. Social class, religious beliefs, general attitudes and prejudices – all these things may contribute to the social environment of a story. In "Air Mail" social environment is defined both through outward description of the neighbourhoods the boys live in and through the attitudes that prevail in their families and at school. In this way we can say that Mr Sidhu (who describes Western culture as "decadent") is more an element of setting in the story than he is a character. The boys' parents too, who seem equally lacking in curiosity and knowledge about the wider world, can be seen as representing a general culture of ignorance and prejudice. We can read the story as two boys' successful struggle to transcend not just time and place, but also their social environments to reach out to each other.

--- 314 to 349

### xxx3 Tasks

1 Discussion: setting

a. "Robert and the Dog" is set in Nigeria. Why is setting important to the development of the story?

b. What sort of school does Jerome in "A Shocking Accident" attend? What other signs are there of the social environment depicted in the story?

c. What period is the story "The Raft" set in? What evidence is there for this?

2 Analysing "air mail"

These tasks presuppose that you have read about plot, theme, point of view, irony and character earlier in this chapter.

a. (Challenging task) Sum up the plot of this story. Is there a climax and/or a moment of epiphany? If so, where?

b. What point of view is used in the story? What effect does it have on our understanding of events?

c. How are the two fathers portrayed in the story? Is the characterisation direct or indirect?

d. Compare Mr Peters with Mr Lawrence (p. 293). Neither teacher is portrayed very favourably. Which teacher would you prefer and why?

e+. (Challenging task) What do you see as being the main theme of "Air Mail"?

3 Creative writing

a. Imagine that, after 30 years' absence, you are returning to a favourite place of your youth. Describe your impression of the place. (Remember that sights, sounds, smells and atmosphere are all aspects of place.)

b+. (Challenging task) Write the first paragraph of a short story about one of the following characters: 1) a former movie star fallen on hard times 2) a young exsoldier 3) a travelling salesman. Your paragraph should be a description of the character's room and should set the scene before the character himself/herself enters the room. Try to choose visual details that tell us as much as possible about the character.

--- 315 to 349

## xxx2 Active Analysis

Obviously, we don't read fiction just to analyse it. Hopefully, when you are reading a novel or a short story you will be drawn into the world it creates, interested by the events and characters depicted and keen to learn how the story turns out. But being aware of how fiction works – being able to, in a sense, look over the writer's shoulder – can considerably increase our appreciation of a text and our reading enjoyment.

We have now looked at some key aspects of fiction – plot, theme, point of view, characterisation and setting – as they are expressed in four short stories. Although we focused on one or two of these aspects in each text, we have seen that all these aspects are represented to some extent in all fiction. But fiction is a very varied genre and we need to be very flexible when approaching a new text. It may not fit neatly into our ready-made preconceptions of what, for example, a short story or a novel should be.

### xxx3 "Audio Tour" and "Nervous Conditions"

You are now going to read two very different fictional texts. One is the length of a short story. But is it a short story? The other seems like a more traditional short story, but actually is an extract from a novel. The first one will probably make you laugh. The second one definitely won't. You will find it useful to read each one twice.

In the first reading, concentrate on "what" – what is being told, what happens, what sort of people do you meet, what sort of place is it happening in?

In your second reading, give more thought to "how" – how does the writer present the action, the characters and the setting of the narrative? Here you will find that some of the terminology we have learned can be useful. But remember – every narrative is unique and needs to be approached differently.

### xxx3 Glossary

Glossary page 315

depicted: skildret, beskrevet, framstilt / skildra, framstilt

preconception: forutfattet oppfatning / førehandsmeining

--- 316 to 349

Before reading: It's more and more common for tourist attractions to provide visitors with an audio guide – a recorded text with information about the site. Imagine that your school is a tourist attraction. Sit in pairs or threes and improvise an audio tour for your school.

## xxx2 Audio Tour

by Patricia Marx (USA)

Hello, and welcome to the rent-stabilized apartment of Todd Niesle. I'm [1] Debby, a specialist in Todd Niesle, and I'm going to be your guide. Before you begin your journey through the World of Todd Niesle and His Stuff, may I ask you to reduce the volume on your Acoustiguide player to a polite level? Todd Niesle does not know that you are here. Moreover, the [5] woman in 12-A has had a bee in her bonnet about me ever since I, Debby, while, O.K., yes, a tiny bit drunk, mistook her door for Todd Niesle's late one night and jimmied it open. But that's another Acousti-story.

You are standing in Todd Niesle's foyer. The faux faux-marble table on your right is attributed to Todd Niesle's mother, circa last Christmas. [10] It's a fine example of a piece that I, Debby, do not like. Take a moment to look through the mail on the faux faux-marble table. There should be a lot of it, because Todd Niesle is away, skiing in Vermont with his brother. Is there a letter postmarked Milwaukee? Just curious.

Proceed through the foyer and into the living room. In this room, we [15] can see the influence of early Michelle. Notice how Michelle seems to like making bold statements with splashes of color, especially in upholstery. You can tell by the excess of passementerie on the throw pillows what an incorrigible bitch Michelle is. If you care to pause to look at some of the art and other knickknacks, simply press the red button on your Acoustiguide. [20] We will continue at the medicine cabinet in the bathroom off the master bedroom.

To reach the master bedroom, you must traverse the cavernous room on your left. The sole function of that room is to provide a way to the next room. It doesn't seem fair that Todd Niesle pays only eleven hundred [25] dollars a month for this spacious two-bedroom with a dining room, when I, Debby, happen to know that his income far exceeds the maximum allowed for a tenant in a rent-stabilized apartment. Furthermore, I, Debby, have heard Todd Niesle say on more than one occasion, "There's [30] tons more closet space here than I know what to do with." And yet I, Debby, was never offered more than half a drawer, and even that humiliating amount I had to demand. The phone number for Rent Info Hotline is 718-739-6400 (ask for Eligibility Violations).

--- 317 to 349

[1 ]Examine the objects in the master bedroom. Here is the famous jar of pennies and original green shag rug from Todd Niesle's college days. Pay close attention to the black lace brassiere in the bottom drawer [5] of Todd Niesle's bureau. The brassiere (36D) is not typical of the underwear of Todd Niesle. Or of mine (32B). You may be wondering what the brassiere is doing in this exhibit of the World of Todd Niesle and His Stuff. As Todd Niesle's quondam girlfriend, I, Debby, am wondering this, too.

Now we're in the bathroom. Actually, don't bother looking through [10] the medicine cabinet. Todd Niesle must have taken all of the incriminating artifacts with him to Vermont.

Our next stop is the kitchen. Open the refrigerator. The carton of milk dates from the twelfth century A.D. See the Krups espresso maker? I, Debby, gave him that. It cost two hundred and forty-nine dollars, not [15] including tax. You know what his gift to me, Debby, for my birthday was? A colander. You will observe that Todd Niesle's apartment has no gift shop. Correction: You are standing in the gift shop. Take the espresso maker.

As you help yourself to the professional-grade milk frother that I, Debby, also gave to Todd Niesle, be careful not to step on the creaky floorboard, as it will alert the neighbor downstairs, who also has it in for me.

--- 318 to 349

She's insane. Besides, I, Debby, wouldn't even know how to poison a dog.

We are now in the commodious coat closet in Todd Niesle's foyer. Our eyes are drawn immediately to the striking composition of the skis and the parka against the back wall. This is a stunning visual statement about a man who is on vacation, skiing with his brother, isn't it? Once again, Todd Niesle proves himself to be a master at creating a scenario that elicits powerful emotions, such as hatred and disgust.

After you have scrolled through the caller-I.D. log on the phone in the study, looking for Todd Niesle's brother's number to see if Todd Niesle really went to Vermont, place a prank call to Sue Ann Kraftsow. She lives in Milwaukee and she's in the book.

Please turn to your right. Just past the doorway, you'll see a framed photograph. The subject of this photograph has not been identified with certainty, but Todd Niesle scholars like me, Debby, believe that it depicts Sue Ann Kraftsow.

Now go back to the gift shop and get a knife from the drawer next to the sink. When you pry the backing from the picture frame, a photograph of me, Debby, will be revealed. In the art world, this is called "pentimento". In the real world, this is called failure to commit and to recognize undying love when you have the luck to get it.

Compare the two images. Can you discern from the vulgar contours of Sue Ann Kraftsow's face, the lifeless pallor, and the vague gaze that she is unworthy of even as base a miscreant as Todd Niesle? She's also fat. The second image, of me, Debby, on the other hand, shows a woman blessed with keen intelligence and generosity of spirit. It would be unscholarly of me, Debby, to point out the obvious aesthetic differences, but you, the viewer, can draw your own conclusions.

We have come to the end of our retrospective of the World of Todd Niesle and His Shit. You can return your Acoustiguide in the foyer. There is no charge for this tour, but, if you enjoyed yourself, call Todd Niesle and tell him so. His number is 212-399-4838 and he can be reached at 3 A.M. He likes pizza, ten pies at a time, and Rizzo's delivers. I, Debby, care not what you do with the key.

Spot check:

a. Who is Debby, and what is her relationship with Todd Niesle?

b. Where is Todd Niesle as Debbie writes this?

c. What does Debbie call "the gift shop", and why?

d. Who is Sue Ann Kraftsow?

e. What does Debby invite "visitors" to do after their visit?

### xxx3 Glossary

Glossary page 316

rent-stabilized: husleicregulert/husleigeregulert

to have a bee in one's bonnet: å ha en fiks idé / å ha ein fiks idé

faux: falsk, uekte

faux-marble: uekte marmor

upholstery: møbeltapetsering

excess: overdreven/ overdriven

passementerie: tekstilarbeider som i frynser, border, dusker / tekstilarbeid som i frynser, border, duskar

incorrigible: uforbederlig/ uboteleg

cavernous: huleaktig/ holeliknande

income: inntekt

to exceed: å overga

eligibility: som er kvalifisert for, valgbar til / som er kvalifisert for, som kan veljast til

violation: brudd/brot

Glossary page 317

brassiere: brystholder/ brysthaldar

exhibit: utstilling

quondam: forhenværende/ tidlegare

incriminating: som kan rette mistanke mot, belastende / som kan rette mistanke mot, belastande

colander: sil

frother: visper, skummer / vispar, skummar

Glossary page 318

commodious: romslig/ romsleg

to elicit: å vekke

prank call: tulleringing

scholar: forsker/forskar

pallor: blekhet/bleikskap

miscreant: skurk

--- 319 to 349

### xxx3 Tasks

1 Analysing the text

Work in pairs or groups:

a. Do you think the text "Audio Tour" can be called a short story? What arguments are there for and against?

b. Find typical features of an audio tour in the text.

c. What features of the text would be very out of place in a real audio tour?

d. What do we learn from the text about the past and present relationship between the narrator and Todd Niesle?

e. blow would you describe the setting of "Audio Tour"?

|  |  |
| --- | --- |
| Text genre | Content |
| Airline safety procedure | Career advice |
| The post-Christmas thank-you letter | Blackmail |
| Love letter | Marketing of cosmetics |
| Modern poetry | Begging for money |
| Estate agent's property description | Description of homeless person's improvised dwelling |

2 Writing

Choose one task:

a. Write a portrait of Todd Niesle as the narrator sees him.

b. Write a portrait of Debby.

3 Creative writing

a. "Audio Tour" chooses an unusual form to tell the story of a relationship. Retell the story as a narrative with a third-person limited point of view. You may add information, but you should not change the information given in "Audio Tour.

b. The humour of "Audio Tour" lies in combining a text genre (the museum audio narrative) with a content for which it was never intended (personal relationships). The result is parody. Parody is in itself a form of irony; it fits our definition of a "discrepancy between what is and what appears to be\ Can you find other examples of irony in the text?

c+. (Challenging task) Choose one of the following combinations of genre and content to write a parody of your own.

--- 320 to 349

Before reading: Childhood is often referred to as a time of innocence and joy. Of course, the truth is more complicated than that. Childhood can confront us with a wide variety of emotions. Do you remember an occasion from your own childhood when you were very angry? Perhaps you lost your temper and did something you regretted afterwards? Or perhaps your anger was ignored or laughed at? Sit in pairs or threes and tell each other the story of an angry outburst.

The novel Nervous Conditions by Tsitsi Dangarembga tells the story of a young girl, Tambu, growing up in a small village in Rhodesia, present-day Zimbabwe, in the 1960s, when Rhodesia was still governed by the white minority. In the extract below from the novel, Tambu, the narrator of the story, is struggling to come to terms with the fact that her family can no longer afford to send her to school.

## xxx2 Nervous Conditions

by Tsitsi Dangarembga (b. 1959, Zimbabwe / UK)

That year I grew older, stronger and sturdier than any 8 year old can usefully [1] grow. More often than not I woke up before dawn, the first lifting of the darkness occurring while I was sweeping the yard. Before it was fully light I would be on my way to the river and then returning along the footpath through the trees and past other homesteads, where the [5] women were just waking, my water-drum balanced on my head-pad of leaves and green twigs, and the drum not quite full because when it was full it was too heavy for me to lift on to my head without help. While the cocks were crowing and the hens were shaking the sleep out of their feathers, I made the fire, swept the kitchen and boiled water for washing [10] and for tea. By the time the sun rose I was in my field, in the first days hoeing and clearing; then digging holes thirty inches apart, with a single swing of the hoe, as we had been taught in our garden periods at school; then dropping the seeds into them, two or three at a time, and covering them with one or two sweeps of my foot; then waiting for the seeds to [15] germinate and cultivating and waiting for the weeds to grow and cultivating again. At about ten o'clock, which I judged by the height and heat of the sun, I would go to the family fields do work with my mother, sometimes my father and, in the afternoons after school, my brother.

I think my mother admired my tenacity, and also felt sorry for me [20] because of it. She began to prepare me for disappointment long before I would have been forced to face up to it. To prepare me she began to discourage me. "And do you think you are so different, so much better than the rest of us?

--- 322 to 349

Accept your lot and enjoy what you can of it. There is nothing [1] else to be done." I wanted support, I wanted encouragement; warnings if necessary, but constructive ones. On the day that she discouraged me once too often I decided she had been listening too devoutly to my father. Ceasing to pay attention to her, I sought solidarity with Nhamo [5] instead, but he could not help because he was going to school.

"Why do you bother?" he asked, his eyes twinkling maliciously. "Don't you know I am the one who has to go to school?"

"You said you would take care of me. Help me in my field."

"How can you ask when you see I am so busy?" [10]

This was true. With the herd staying in the kraal until he came home from school in the afternoon to take them out to graze and to water before joining us in the fields; with milking before school and after when a cow was in milk; with his books; with my father in the busy times insisting that he help us all day, so that sometimes he missed as much as a [15] week of school at a time; with all these tasks and odd jobs here and there he was very busy. I opened my mouth to say I would take over the milking and the grazing, but self-preservation was stronger than compassion. I closed my mouth without saying the words. Still, I had to do something about my brother's plight. [20]

"Will he concentrate if he is so busy?" I asked my father.

"Why not, if he wants to?"

My mother was right. Some things could not be done.

Nhamo laughed when I related my story. "So what! I don't care what he says," he shrugged, shocking me with this disrespectful language that [25] I had not heard before. "I'm at school, aren't I? It doesn't worry me what he says about me. So what's your problem? It doesn't even affect you."

"But you can't study."

"Who says? I should know. I go to school. You go nowhere." [30]

"But I want to go to school."

"Wanting won't help."

"Why not?"

He hesitated, then shrugged. "It's the same everywhere. Because you are a girl." It was out. "That's what Baba said, remember?" I was no [35] longer listening. My concern for my brother died an unobtrusive death.

By February my maize was dark green, taller than me and still growing. I strutted about as I inspected my crop as though I owned a hundred-hectare farm. Nor was I over-tired these days, because the fields no longer needed much attention. It was a fine feeling. A fine crop. All that remained [40] was to wait for the harvest – cultivate once or twice, but really, wait for the harvest to harvest my fine little crop. Fine little crop. I had to be careful in thinking about the harvest in case I was discouraged. I had to push away the knowledge that I could not earn much from my crop.

--- 323 to 349

A few weeks later, when the cobs were ripe for eating, they began to disappear.

"What did you expect?" Nhamo said. "Did you really think you could send yourself to school?"

The Sunday after my mealies began to be stolen I decided to go to church. Sunday was hardly ever a day of rest with us, and even more rarely a day of worship. Often my mother, not daring to sin as grotesquely as going to the field, would nevertheless work her garden on a Sunday. Or if there was little enough work to allow her to stay at home with a clear conscience, she was too tired to clean herself up and walk the two and a half miles to church. During the year in which I had gone to school I had found myself going to church more and more frequently, because children who had not attended Sunday School were caned on Monday, or put to work in the teacher's garden. Without the prospect of caning to push me, I had hardly been to church since I left school. But this particular Sunday, the Sunday after my mealies began to disappear, I craved for the games we played at Sunday School. I desperately needed the laughter, the light-heartedness and the camaraderie. I went to the river, washed myself carefully and changed into my good dress, which had holes nowhere except under the armpits and there only because I had grown too big for it. I rubbed a lot of Vaseline on to my legs, my arms, my face and into my hair. Then I was sorry for the waste, because it only meant I would get very dusty very quickly. By the time I arrived at Rutivi School, my old school, where the services were held, the games had already begun. The girls were already at pada in the road where a stick would scratch the boxes into the dust, and the boys were energetically kicking about a football made of plastic and newspaper on the meagerly grassed football pitch. The girls were pleased to see me, to have me with them again. It was just like the old days. I had a turn immediately.

"We think of you," said Nyari, who had been my best friend, as I threw my pada. "Especially when Nhamo gives us mealies," she said with a sigh. "They are fun to roast after class. If only you were here."

The blood prickled under my skin. I hopped precariously into square number eight.

"You are out," said Chitsva. "You did not kick the pada"

"Nhamo gave you maize?" I asked on one leg in square number eight.

"Lots of times," Nyari assented.

They told me I took off from the pada game like a dog after a buck. I remember at one moment playing pada, the next Nhamo and I rolling about in the dirt of the football pitch, a group of excited peers egging us on. They said I went straight for my brother and brought him down in a single charge. The element of surprise was on my side. I sat on top of him, banged his head into the ground, screamed and spat and cursed.

--- 324 to 349

Nhamo heaved. 1 fell off him. He pinned me to the ground, not striking, only holding me there, the malicious twinkle back in his eye. "What's the matter with you?" he drawled. "Have you gone mad?" The crowd laughed.

"Why talk?" a footballer shouted. "Just hit. That's what they hear."

I hissed and spat and screamed and cursed some more, and kicked and broke free, backing away into the crowd, which parted to let me through. I charged again, intending this time to kill, and instead found myself struggling in mid-air at the end of an adult arm.

Mr Matimba was very cross with everybody. "I am ashamed of you," he shouted above my screams, "of all of you. Nhamo, if you are going to fight your sister, who will look after her? And you, Tambudzai, must also behave better. The rest of you, the rest of you stand there clapping as though you were at a football game. What's wrong with you?"

"She started it," Nhamo said lazily, watchfully.

"Yes," chorused everybody. "She charged. We saw it. She just charged for no reason at all."

1 screamed out my reasons at the top of my lungs.

"What is she saying?" asked Nyari, who was looking serious. "Does she want mealies?"

"If I ever see anything like this again," continued Mr Matimba, "I will whip you, everyone of you. A stick will break about each person's legs. Now go, all of you. Sunday School is over." They melted away; Mr Matimba was known not to speak in vain. "And you, child," he said sternly, "what were you doing causing such a scene?"

A warm liquid trickled down my leg. I might have wet myself, but it was red and sticky on the outside of the leg, not colourless and watery on the inside. I could not feel the cut. Tears of impotent rage threatened to decompose me. I blinked them back and told Mr Matimba that Nhamo had stolen my mealies.

(excerpt)

Spot check:

a. Why does Tambu get up so early?

b. Why does the mother deliberately discourage Tambu, according to Tambu herself?

c. Why is it a problem that Tambu's brother Nhamo goes to school?

d. Why doesn't Tambu go to church as often now as she did before?

e. What discovery does she make at Sunday School?

f. How does the fight end?

### xxx3 Glossary

Glossary page 320

to govern: å styre

sturdy: besluttsom/viljefast

twig: kvist

to hoe: å hakke

to germinate: a spire

tenacity: urokkelighet/ urokkelegheit

to discourage: å gjøre motløs, å ta motet fra / å gjere motlaus, å ta motet frå

Glossary page 322

devout: inderlig/inderleg

to cease: å slutte

malicious: ondskapsfull/ vondskapsfull

herd: flokk

kraal: innhegning for buskap

self-preservation: selvoppholdelse(sdrift)/ sjølvopphalding(sdrift)

plight: situasjon

unobtrusive: diskré

crop: avling

harvest: innhosting/ innhausting

Glossary page 323

cob: maiskolbe

ripe: moden

mealies: mais

to cane: å pryle

to crave: å lengte etter

precarious: risikabel

peer: jevnaldrende/ jamaidring

Glossary page 324

to heave: å gispe

in vain: forgjeves

to decompose: å bryte ned, å løse opp / å bryte ned, å løyse opp

--- 325 to 349

### xxx3 Tasks

1 Analysing the text

a. What signs are there that the text is set in rural Africa?

b. Why do you think the issue of the mealies is so important to Tambu?

c. What does the text tell us about the society Tambu lives in? Look especially at attitudes to children, gender, education, work and religion.

d. What point of view is used in the text, and how does this affect our understanding of what happens?

e+. (Challenging task) What themes are important in the extract?

f. (Challenging task) The extract is an early chapter in the novel Nervous Conditions. What signs are there in the text that this is part of a longer narrative?

2 Writing

a. Write a character sketch of Nhamo. Does the author use direct or indirect characterisation to communicate Nhamo's personality?

b. Write a character sketch of the narrator.

3+ Analysing another short story (Challenging task)

Choose a short story you have read from the book. (Or choose one you haven't read – and read it!) Then use the 20 questions below to help you dig deeper into the story, noting down your findings. On the basis of these findings, as well as your own personal response to the text, write an interpretation of the story. An interpretation should focus on showing your understanding of what goes on in the story, what choices the author has made, and why.

20 useful questions for understanding short stories

Below is a list of questions you may find it useful to ask yourself when analysing short stories and novels. They are NOT a blueprint for a ready-made analysis; every story is different and will require its own approach. However, they may help you towards a better understanding of how a story "works".

1. Who is the protagonist of the story? Is there an antagonist?

2. What is the main conflict of the story?

3. Is the story told chronologically, or are some things only revealed later? If so, what effect does this have?

4. Where is the climax of the story?

5. Is there a resolution of the main conflict? Is anything left unresolved?

6. What are the main themes of the story?

7. What is the significance of the title of the story? Does it relate to any themes?

8. Is the story critical of the world it portrays?

9. What point of view has the author chosen? What is the effect of the point of view? (For example, how would the story be changed if a different point of view was chosen?)

10. Is the point of view stable, or does it change? (Why – and with what effect?)

11. How reliable is the narrator? In the case of an unreliable narrator, how is this unreliability revealed?

12. Does the author make use of irony in the story? What is its effect?

13. What are the main characters in the story like? What character traits do they have?

14. Are the characters "flat" or "round"?

15. Does the main character change in the course of the story? If so, in what way?

16. Is there a moment of epiphany? If so, what new understanding is reached?

17. How do we learn about the characters – through their actions and words (indirectly) or through author description (directly)?

18. Where is the story set? Does the setting give the story a particular atmosphere?

19. When is the story set? If the story is set in an indefinite "present", are their any signs that can help us date the story?

20. What social environment is portrayed in the story?

--- 326 to 349

Before reading: The curriculum for International English requires you to read a "long literary work" – for example, a novel or a drama. Talk about the following with a partner: Have you read any novels in English before? If so, what was the last book you read? Did you enjoy reading it?

## xxx2 Novel and Film Study: Q&A / Slumdog Millionaire

On page 80 you will find an extract from the first chapter of a novel originally called Q&A, written in 2005 by the Indian author Vikas Swarup. You may not recognise the name of the novel. However, you are more likely to recognise the name of a film that was made three years later, based on the book: Slumdog Millionaire. The film was a huge success, winning eight Oscars and four Golden Globes. Such was the success that the name of the novel was changed, with the blessings of the author, to fit the film.

At access.cappelendamm.no you will find a comprehensive guide to analysing the film Slumdog Millionaire, including lots of discussion and writing tasks.

At the website we also invite you to look more closely at the novel, suggesting some ways you might approach it if you should choose it as your "long literary work". The following aspects of the novel are covered in the article:

-- setting

-- point of view

-- plot

-- themes

-- characters

-- style and irony

Tasks are included.

The film and the book have much in common, but there are also significant differences. If you have not already seen the film, we strongly advise you to wait until you have finished reading the novel.

You will also find suggestions for other films and novels suitable for the International English course, as well as a set of questions for each to help you with your analysis.

--- 327 to 349

4 Golden globes

Best motion picture

Best director

Best screenplay

Best original score

10 Oscar nominations

Best picture

Best director

Best adapted screenplay

Best cinematography

Best film editing

Best original score

Best original songs

Best sound

Best sound editing

What is the biggest prize of all?

A: Money

B: Fame

C: Love

D: Success

--- 328 to 349

Before reading: Discussing a poem and what it is about is not as daunting a task as some students fear. To understand the meaning of a poem you have to be patient and read it carefully many times. Don't make your mind up too quickly and be prepared to change your mind when the poem reveals more of itself to you under analysis. When you write about a poem you should also point out your personal response.

Here we will look at a few poems. In the first poem we will show you how you can analyze and discuss poetry. Then we will give you a couple of poems to try. Sequence 5 of the "Language Course" provides some of the terminology you can use. You will find more about literary terms in the Toolbox on our website.

## xxx2 The Song of the Banana Man

by Evan Jones (b. 1927, Jamaica / UK)

Touris, white man, wipin his face,

Met me in Golden Grove market place.

He looked at m'ol'clothes brown wid stain,

An soaked right through wid de Portlan rain,

He cas his eye, turn up his nose,

He says, "You're a beggar man, I suppose?"

He says, "Boy, get some occupation,

Be of some value to your nation."

I said, "By God and dis big right han

You mus recognize a banana man."

"Up in de hills, where de streams are cool,

An mullet an janga swim in de pool,

I have ten acres of mountain side,

An a dainty-foot donkey dat I ride,

Four Gros Michel, an four Lacatan,

Some coconut trees, and some hills of yam,

An I pasture on dat very same lan

Five she-goats an a big black ram,

Dat, by God an dis big right han

Is de property of a banana man."

(excerpt)

### xxx3 Glossary

Glossary page 328

occupation: jobb, yrke, beskjeftigelse / jobb, yrke, gjeremål

mullet: mulle (fiskeslag)

pasture: gress, beite / gras, beite

ram: bukk

harbour: havn/hamn

patchy: lappet/lappa

--- 330 to 349

## xxx2 Analysing the Poem

### xxx3 Contrasting language

The poem is written in non-standard English which helps to set the poem in place, Jamaica. The poet uses Jamaican Creole to point out the difference between the banana man and the tourist. The white tourist judges the banana man by his appearance and his comments suggest the condescending attitude white tourists often seem to have about the local inhabitants of foreign countries. The banana man uses his version of English, Jamaican Creole, and his descriptions of his life to counter the white man's opinion of him. This is an act of verbal defiance where the use of Jamaican Creole is an "in-your-face" response to the white man's open prejudice. Language is a large part of our identity, so when the banana man uses his language so emphatically, he is emphasizing his identity proudly.

### xxx3 Contrasting appearances

When we meet the white tourist in the first line of the poem he is "wiping his face", which suggests someone not used to the heat. But the act of wiping his face may also suggest a typical image of the tourist, perhaps a well-fed, overweight and over-dressed Western man. Standing in this foreign place with his sweaty face he seems very quick to judge the banana man, who is in his working clothes. This is the major conflicting image in the poem. The white man "turn up his nose" and tells this working man to "get some occupation", making the rather odd assumption from his working clothes that the man is in need of a job. He also calls him "boy", a derogatory name whites have used to refer to black men, suggesting servitude. The banana man challenges the white tourist: "You must recognize a banana man".

### xxx3 Contrasting ideas of wealth

The poem makes use of direct speech, as if the banana man is telling the story about this encounter with pretended disbelief. This then underlines the sense of pride the banana man obviously feels as he lists all the things he has. And while this list is important to the banana man, it obviously does not measure up to the idea of wealth that a white tourist would have. The effect of this contrast is to enhance the sense of pride the banana man has: "Dat, by God and dis big right han is de property of a banana man".

The second stanza contains the banana man's proud listing of all that he has in his simple existence, his ten acres, the local mullet and janga, his dainty-foot donkey (alliteration); Gros Michel and Lacatan (types of banana); coconut trees, yam (vegetable), pasture; goats; a ram (which is "big black", an example of alliteration enhancing "black").

--- 331 to 349

All this, in his eyes, is his property and wealth. We could then contrast the banana man's simple but to him obviously successful life with the consumer world we can imagine the white tourist is used to, with its commercialism, excess and self-centeredness. This is an inference we can make based on our reading of the poem even though it is not directly stated.

### xxx3 Tone

The poem has a simple rhyme giving it a musical quality and a light tone which can suggest that the banana man is in his way making fun of the tourist. Together with the use of Jamaican Creole, this musical quality adds a mocking tone to the poem. At first it is the white tourist looking down on the banana man, but the banana man stands proud and puts the tourist in his place, at least from his own perspective.

### xxx3 Summing up

We have looked at the use of words, rhyme, structure (use of direct speech, the rhyming pattern, contrast, alliteration and tone), and we have arrived at an understanding of the poem's theme, which is the contrast between the different world views of the two men.

--- 332 to 349

### xxx3 Checklist

Here is a quick checklist to use when working on a poem:

1. The title Does it seem special? Can you see that it has any special meaning once you have worked with the poem?

2. The speaker/voice in the poem Is it a particular person? Is it the poet him- or herself? Is it a neutral voice?

3. What is going on in the poem? Is it telling a story? Is it sharing a feeling or impression?

4. Diction Is it developing an idea? Are there any especially important words in the poem? Are there words with special connotations? What is the effect of some of the words the poet has chosen?

5. Literary devices What is the effect of metaphors, similes and symbols used? Do they help to create certain images in your mind?

6. Tone What is the poet's or the poem's attitude? Is the tone serious, sombre, ironic, satirical, angry, humorous, detached?

7. Sound effects Is there any rhyme, repetition, alliteration? If so, what is the effect?

8. Structure Is the poem written in stanzas? How does the poem flow? Are there important breaks in the poem? Are certain words or punctuation or line lengths used to create a break within the poem?

9. Free verse If the poem is in free verse, do such things as structure, layout and repetition help to create an effect?

10. Theme So what is the poem about? What is its purpose, meaning? What does the poem make us see, feel, think or understand? How can you use points 1-9 to help you explain this?

--- 333 to 349

Below are two poems. Skim read them first, and then choose one to work with. There are tasks on page 337.

## xxx2 The Housing Poem

by Dian Million (b. 1950, USA)

Minnie had a house

which had trees in the yard

and lots of flowers

she especially liked the kitchen

because it had a large old cast iron stove

and that

the landlord said

was the reason

the house was so cheap.

Pretty soon Minnie's brother Rupert came along

and his wife Onna

and they set up housekeeping in the living room

on the fold-out couch,

so the house warmed and rocked

and sang because Minnie and Rupert laughed a lot.

Pretty soon their mom Elsie came to live with them too

because she liked being with the laughing young people

and she knew how the stove worked the best.

Minnie gave up her bed and slept on a cot.

Well pretty soon

Dar and Shar their cousins came to town looking for work.

They were twins

the pride of Elsie's sister Jo

and boy could those girls sing. They pitched a tent under

the cedar patch in the yard

and could be heard singing around the house

mixtures of old Indian tunes and country western.

--- 335 to 349

When it was winter

Elsie worried

about her mother Sarah

who was still living by herself in Moose Glen back home.

Elsie went in the car with Dar and Shar and Minnie and Rupert and got her.

They all missed her anyway and her funny stories.

She didn't have any teeth

so she dipped all chewable items in grease

which is how they're tasty she said.

She sat in a chair in front of the stove usually

or would cook up a big pot of something for the others.

By and by Rupert and Onna had a baby who they named Lester,

or nicknamed Bumper, and they were glad that Elsie and Sarah

were there to help.

One night the landlord came by

to fix the leak in the bathroom pipe

and was surprised to find Minnie, Rupert and Onna, Sarah and Elsie,

Shar and Dar

all singing around the drum next to the big stove in the kitchen

and even a baby named Lester who smiled waving a big greasy piece of

dried fish.

He was disturbed

he went to court to evict them

he said the house was designed for single-family occupancy

which surprised the family

because that's what they thought they were.

### xxx3 Glossary

Glossary page 333

cast iron stove: støpejernsovn/stoypejernsomn

cot: feltseng

to pitch a tent: å slå oppe telt

cedar patch: område med sedertrær / område med sedertre

Glossary page 335

grease: fett/feitt

leak: lekkasje

to evict: å kaste ut

single-family occupancy: kun for én familie / berre for éin familie

--- 336 to 349

## xxx2 The Migrant

by A.L. Hendriks (1922-1992, Jamaica / UK)

She could not remember anything about the voyage,

Her country of origin, or if someone had paid for the passage:

Of such she had no recollection.

She was sure only that she had traveled;

Without doubt had been made welcome.

For a while she believed she was home,

Rooted and securely settled,

Until it was broken to her

That in fact she was merely in transit

Bound for some other destination,

Committed to continue elsewhere.

This slow realisation sharpened,

She formed plans to postpone her departure

Not observing her movement en route to the exit.

Eventually facing the inescapable

She began reading travel brochures,

(Gaudy, competitive, plentiful)

Spent time considering the onward journey,

Studied a new language,

Stuffed her bosom with strange currency,

Nevertheless dreading the boarding announcements.

We watch her go through

The gate for Embarking Passengers Only,

Fearful and unutterably lonely,

Finger our own documents,

Shuffle forward in the queue.

Cathy Lomax "08.09.09 – At last they reached the mainland"

### xxx3 Glossary

Glossary page 336

voyage: reise

origin: opprinnelse/opphav

recollection: minne

securely settled: her: forankret/forankra

merely: bare/berre

in transit: på gjennomreise

bound for: på vei til / på veg til

committed: overgitt, prisgitt

to postpone: å utsette

en route: på vei til / på veg til

inescapable: det uunngåelige / dot uunngåelege

gaudy: glorete, prangende / glorete, prangande

to stuff a: stappe, å proppe

bosom: barm, bryst

currency: valuta

to dread: å frykte

boarding: ombordstigning/ ombordstiging

announcement: melding, beskjed

to embark: å gå om bord

unutterable: ubeskrivelig/ ubeskriveleg

to shuffle: å subbe, slope

--- 337 to 349

### xxx3 Tasks

1 Main theme

a. Work alone first and see if you can decide what the main theme of the poem is on your own. Then write a statement that begins with: This poem is about ...

b. Sit in groups of three who have chosen the same poem, and share your statements about it. Discuss what you think the main theme of the poem is. Refer to the poem to support your opinion and then rework the three statements into one new statement on the meaning of the poem. Read the final statement in class and compare with other groups.

2 Detailed study (Challenging task)

Use the checklist on page 332 to discuss the poem in more detail in your group. Try to find proof in the poem that supports what you think it is about.

3 Personal response

In your group, discuss the question: how do you react to the poem?

4+ Writing (Challenging task)

Choose one task:

a. Re-write the poem you have chosen as a short story from the first-person perspective (see page 289). If you like, you may start with the words, "My name is...."

b. Write a text in which you interpret the poem. Your text should include your personal response. You should make your personal response apparent in the body of the text; it should not be tacked on as a final statement at the end.

5 Critical or creative writing

Choose one task:

a. Choose any one of the other poems in this book (see table of contents) and write an interpretation of it. Use the checklist (p. 332) to help you interpret the poem. Remember to include your personal response.

b+. (Challenging task) Choose a global challenge that you are concerned about and write a poem or music lyrics about this theme. After you have finished writing your creation, write one or two paragraphs explaining what you have tried to accomplish with your text, what literary devices you have used and what effect you feel or hope they have.

--- 338 to 349

## xxx2 Writing course 6: Using Sources

When we read a text we naturally assume that, unless we are told otherwise, the language used and the ideas expressed are the writer's own. What we are going to look at here is how to tell the reader otherwise. For when writing texts, of whatever genre, we sometimes need to borrow other people's words, either because they lend an air of authenticity (for example, in a news report), because they are necessary as "evidence" (for example, in a book review), or quite simply because someone has expressed something so well that it can't be bettered. In all of these cases, and many others, using other people's words is not only permissible – it's excellent. If it is done the right way, this sort of borrowing can lift a text and make it more professional.

The key to this "right way" is honesty and clarity. The reader must be in no doubt about whose words or ideas he is reading. If there is any doubt, the impression given will be one of cloudiness and dishonesty.

### xxx3 Quoting and referring

"To quote" means to repeat someone else's words, and the first demand we must make of a quotation is that it has to be exact. If we don't know the exact wording of a quotation, then we shouldn't treat it as a quotation at all, but as a reference (see below). If we do have the exact wording, we must signal where the quotation starts and finishes.

The Prime Minister made it perfectly clear that there would be no turning back: "No, I've made my decision. Hairdressing is the only important thing in my life. Pm leaving politics and starting a salon in Witney

Notice the use of quotation marks. A colon is used before the quotation here because the quotation itself starts with a whole sentence. If the quotation starts in mid-sentence, no colon is required:

The Prime Minister made it clear that there would be no going back on his decision to leave politics, saying that hairdressing was "the only important thing in my life".

Using quotations is a useful tool in writing texts – but don't overdo it! A short, highly relevant quotation is better than a long, slightly relevant one. Avoid quoting long paragraphs and, above all, don't let the quotations become a substitute for your own explanations and reasoning.

--- 339 to 349

If we don't use the exact words of another person – if we change them slightly – does that mean we can do what we like with them? The answer is no. If we borrow words or even ideas and make them our own, we must still abide by the principle of honesty and clarity. Imagine, for example, that you are writing an article or an essay about nuclear power and you come across the following quotation:

My point is that abandoning nuclear power at a time of escalating greenhouse gas emissions is far more dangerous than maintaining it. To abandon it in the knowledge that much of that power will be replaced with unabated fossil fuel is even worse. ("Greens must not prioritise renewables over climate change" by George Monbiot, The Guardian 8th August 2011)

As it happens, you agree with Mr Monbiot and you want to include the point in your article/essay. There are four ways of doing this; two of them are acceptable, two of them are not. See if you can decide which ones are not:

a. I believe that this is not the time to give up on nuclear power as a source of energy. If we do we will just have to make more use of fossil fuels, which could be much more dangerous than nuclear power in the long run.

b. In my view abandoning nuclear power at a time of escalating greenhouse gas emissions is far more dangerous than maintaining it. And to do so in the knowledge that much of that power will be replaced with unabated fossil fuel is even worse.

c. As George Monbiot writes in The Guardian, "abandoning nuclear power at a time of escalating greenhouse gas emissions is far more dangerous than maintaining it". He believes that replacing nuclear power with "unabated fossil fuel" is a worse solution.

d. I strongly agree with George Monbiot. Abandoning nuclear power at a time of escalating greenhouse gas emissions is far more dangerous than maintaining it. And to do so in the knowledge that much of that power will be replaced with unabated fossil fuel is even worse.

Texts a. and c. are acceptable. In a. the writer has put the ideas into his/her own language, so no acknowledgement is required. In c. Monbiot's words are quoted exactly with acknowledgement and clear quotation marks. In b. almost the whole text is stolen property. This is plagiarism – in other words, cheating. In d. an acknowledgement has been made, but there is still some stealing going on, because it is not made clear that the wording itself is Monbiot's, not just the opinion.

Notice that here the ideas in the text are not seen as Monbiot's property. After all, he is not the originator of them, and he is far from being the only one to hold them. If we come across an idea in an article or a book that is new to us, we should acknowledge the source. There are also more familiar ideas and theories that clearly have an originator – Darwin's theory of evolution, for example – that should be acknowledged.

### xxx3 Paraphrasing and summarising

Text a. above is an example of paraphrasing – i.e. expressing someone else's ideas in your own words.

--- 340 to 349

It is a useful way of avoiding long quotations, although it doesn't necessarily mean that you don't have to acknowledge the source. That will depend on whether the ideas can be seen as coming from one particular person, or from a more general discussion.

Paraphrasing can be tricky – there is always the temptation to use the phrasing of the original text. A good way to avoid this is to read the original text carefully, but not have it in front of you when you are writing your paraphrase. Afterwards you can check that your version accurately expresses the ideas in the original without using its phrasing. If there are phrases that you simply cannot do without, remember that it is quite permissible to blend paraphrase and quotation, provided you make it clear which is which, by using quotation marks (as in c. above).

A summary is a form of paraphrase, only here the aim is to focus on the main idea of the original text. A summary is therefore shorter than the original. Being able to write summaries is a very useful skill for a writer. Whether we are writing about literature (e.g. reviews) or about factual events (e.g. news articles), it is often necessary to sum up quite complicated narratives without them taking too much space or focus. For tips on writing summaries, look at Toolbox on our website.

### xxx3 Documenting sources

In a formal text, like an essay, a project or a report, we should not only make it clear when we are quoting and referring, we should also document our sources. This should be done both in the text (briefly) and in a list of sources – a bibliography – at the end (in more detail). There are many different schools of thought about the best way to do this. Since you will probably not be writing your doctoral thesis this year, you don't need to be too worried about the details. The important thing is to be consistent so that your documentation is easy to understand. The following documentation method should serve you well:

### xxx3 Referring to sources in the text

After the quotation or reference, write the name of author, the date of the publication and the page number of the source being quoted from or referred to:

Example: As Melvyn Bragg puts it, "the English laboured and the French feasted" (Bragg, 2003, p. 51).

For an article in a newspaper, we drop the page reference:

Example: Monbiot argues that some greens are "putting renewables first, climate change second" (Monbiot, 2011)

If we don't know the author, as might be the case with websites, we give the name of the source instead:

Example: Satellite observations indicate that ice in the Arctic Sea is disappearing at the rate of 11.5% per decade (Wikipedia, 2011).

--- 341 to 349

### xxx3 Bibliography

Brief in-text citations like this can only be used if you have a bibliography at the end in which the sources are given in detail. In a bibliography the sources are given in alphabetical order, using the author's surname (or the publication, if the author is unknown). As well as the author and date of publication, the bibliography entry should give the name of the article or book and the name and location of the publisher. There are slightly different ways of doing this for different sorts of sources. The important thing is to be clear and consistent:

Book:

Bragg, Melvyn. The Adventure of English: The Biography of a Language, Hodder & Stoughton, London 2003

Article:

Monbiot, George. "Greens must not prioritise renewables over climate change." August 8, 2011 The Guardian Wikipedia. "Climate change" http://en.wikipedia.org/wiki/Climatechange – accessed October 11, 2011

Remember that direct use of sources, for example in interviews, email correspondence or chat groups, should also be listed in your bibliography:

Smith, Fred. October 13, 2011. Interview

Bloggs, Bill. July 3, 2011. Email to Merete Strom.

Styles, Fatima. September 14, 2011. "Re: Italian Food". Online posting. Wireclub

### xxx3 Tasks

1

Read the following extract (slightly abridged) from a blog entitled "Football is stupid" written by a blogger called a1word.

I will start by saying what it is not. It is not religion and it is not an illegal narcotic. Saying that, it does seem to cause many sufferers (or addicts) to seesaw between states of bliss and devastation, spend far more money than they can afford, destroy their closest relationships and even disfigure themselves with tattoos. Fans (as they are better known) collectively ignore the fact they are watching grownups chasing a leather air bubble whilst being shouted at by thousands of men. Fans subject themselves to this experience on a regular basis either at stadiums or in public venues where they can also drink alcohol. These experiences are then replayed, analysed, dissected and discussed for years and years after the event. It goes without saying that football is a phenomenon that we are only just beginning to understand, a bit like god or the appeal of cats.

--- 342 to 349

Below is an extract from an essay that refers to the blog above. Correct the punctuation in the essay extract so that the quotations are incorporated correctly into the text.

a1word argues that while football is neither a religion nor a drug, it has the same power as both to make its followers seesaw between states of bliss and devastation. Fans fail to recognise that the sport is just about grownups chasing a leather air bubble whilst being shouted at by thousands of men. Not satisfied with just watching a match, fans are happy to have them replayed, analysed, dissected and discussed for years after the event.

2+ (Challenging task)

Write a paraphrase of the views that alword expresses in the text (task 1), acknowledging the source of the text. You should use your own language as far as possible, except for the underlined passages, which you should use as quotations in your text.

3

Write a paragraph or two in which you give a personal response to alword's blog text. Feel free to refer directly to words and phrases that alword uses, but do so according to the principles of honesty and clarity!

4

Think of the last film you saw or the last book you read. (Alternatively, your favorite film or book.) Write as short a summary as you can of the plot of the film/book.

5+ (Challenging task)

Below is a list of sources for a written project about the European discovery and settlement of Australia. They have been noted down quickly and randomly. Turn them into a proper bibliography.

-- A book called The Fatal Shore by Robert Hughes, published in London by Collins in 1987

-- A book by Richard Gough, called Captain James Cook: A Biography published 1994 by Hodder & Stoughton in London

-- A web page at the Parliament of New South Wales's web site entitled "1788 to 1810 – Early European Settlement", accessed this morning at www.parliament.nsw.gov.au/prod/web/common.nsf /key/historyearlyeuropeansettlement

-- Article by Annabel Crabb published in the Sydney Morning Herald on February 17, 2008 entitled "Ancient tensions fail to mar apology".

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## xxx2 Language course 6: Analysing Genres and Judging Sources

When we determine the genre of a text, we look at its content, linguistic features and form, and we also take into consideration the target group and purpose of the text.

We have looked at expressive and objective texts in sequence 4 (see p. 202). When analysing genre we can also talk about factual (objective) and personal (expressive) texts.

The language used in dictionaries, encyclopaedias and textbooks is formal and objective, and the vocabulary is fairly advanced. There is no use of the first person pronoun and the text aims for a neutral tone. The following formal text is taken from the Hutchinson Encyclopaedia:

Norway's constitution dates from 1814. The hereditary monarch is the formal head of state, and the legislature consists of a singlechamber parliament, the Storting. The monarch appoints a prime minister and state council on the basis of support in the Storting, to which they are all responsible. The Storting has 165 members, elected for a four-year term by universal suffrage through a system of proportional representation. Once elected, it divides itself into two parts, a quarter of the members being chosen to form an upper house, the Lagting, and the remainder a lower house, the Odelsting. All legislation must be first introduced in the Odelsting and then passed to the Lagting for approval, amendment, or rejection. Once a bill has had parliamentary approval it must receive the royal assent.

The purpose of the text is to impart information. There is a high proportion of special words/political terminology: e.g. head of state, legislature, universal suffrage, single-chamber parliament and royal assent. The text is neutral and lists facts in a very straightforward way.

### xxx3 News article

The purpose of a news article is to give information about an event or an issue of public interest. Although the journalist's name is usually given, he is invisible in the text and does not use the pronoun I. Even so, a news article doesn't have to be objective and impartial. The newspaper's attitude to events often shines through in the choice of language.

A news article starts with a headline, intended to whet our appetite. It often takes the form of an abbreviated sentence, i.e. with non-essential words (e.g. articles) missing.

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xxx4 Youths rampage across capital

As a general rule, a news article has all the essential information in its first paragraph. There are six useful questions journalists ask themselves when writing this first paragraph: who, what, when, where, why and how – although not necessarily in that order:

Central London was turned into a war zone last night as hundreds of young people went on the rampage, looting shops and torching buildings and cars. Police said the attacks were pure hooliganism and had no connection with earlier protests at the shooting by police of a man in Tottenham.

The rest of the article elaborates on the information given in the first paragraph and adds information, often including direct quotes from people involved in the events described. There may be subheadings (in bold letters) for the paragraphs, intended to whet our appetite in the same way as the headline. The less important the information, the later in the article it comes. The language of newspaper articles is generally fairly simple because it has to appeal to a wide readership.

### xxx3 Feature article

A feature article differs from a news article in that it does not inform about breaking news. The subject matter is usually topical and may concern politics, social issues, or stories of human interest. The purpose is both to analyse and entertain – and sometimes to persuade or influence readers too.

The feature article has a clearly defined target audience – the readers of a newspaper/magazine. The temptation for the readers to turn the page and find something else to read is therefore always present. So the feature article must grab the readers' attention. For that reason it has a similar layout to the news report, starting with a headline, followed by an introductory paragraph (in bold letters), a main body (with subheadings for each paragraph) and a concluding paragraph. Whereas the news article virtually "petered out" in the least important information, the feature article often ends with a thought-provoking final comment.

Unlike the news journalist, the writer of a feature article is usually "present" in his text. There is a personal, subjective tone and often quite informal language. Facts and statistics are used to support the writer's views, quotes and interviews, anecdotes and stories – these can all be ingredients of the feature article. Feature writers see themselves as being "writers" as much as journalists, so they allow themselves to use a broad range of literary devices, like irony and metaphors.

### xxx3 Editorial

Newspapers are much more than bringers of news. They often identify themselves with particular political interests or sections of the community, whose views they try to reflect. Newspapers can have real political influence in a country and have been known to bring down governments. The editorial is the text in which the newspaper's particular point of view is most clearly expressed. It puts forward an opinion about an issue of topical interest and tries to persuade the reader of its correctness. Editorials are generally short – in some tabloid newspapers they are often no more than a couple of paragraphs. They don't usually have a summarising conclusion or supporting arguments.

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The point is to show the newspaper's colours on an issue of public concern. The style is as formal as the newspaper itself – so in the case of the tabloids, not very! In "serious" newspapers, however, the editorial is a well-considered and well-formulated statement of opinion.

The letter to the editor is somewhat similar to the editorial and is usually published on the editorial page. One important aspect of the letter to the editor is that it will get to the point immediately, referring to the issue or responding to another opinion in the first sentence. The letter to the editor may be an informative text, but most often it will be a persuasive or argumentative text, either advocating a point of view or arguing against someone else's point of view.

### xxx3 Review

A review is an evaluation of a book, movie, play or performance. It will also attempt to have a catchy title that reflects the critic's positive or negative response to what he is reviewing. Often the review will start with a "hook", where the critic writes about his or her overall opinion, for example:

It's love at first look instead of first bite in "Twilight", a deeply sincere, outright goofy vampire romance for the hot-not-to-trot abstinence set. (Manohla Dargis, N.Y. Times)

The critic's positive reaction to the film has been established in the first sentence, and she then proceeds to substantiate her opinion. The review will then follow with a brief synopsis without spoiling the film by giving too much away. This is followed by in-depth analysis. For a film this would include looking at such elements as the director's style, the characters, editing, music, special effects, plot, dialogue, actors' performances, pace, and possible references to other films the director has made or actors' previous performances. A review of a book will consider many of the literary devices that we have explained in "A World of Literature" and in sequence 5 of the Language Course (see page 258).

Critics writing a positive review will often begin by mentioning the weaker points of the work and then move on to its strengths, while a negative review will often start with the strengths and then move in for the kill and analyse all the shortcomings. The review will then summarise the critic's overriding opinion and perhaps give advice to the viewer.

Typical features of the review genre are the liberal use of adjectives and adverbs and the presence of a personal opinion. The review is also an example of persuasive writing (see page 254).

### xxx3 Advertisement

The advertisement is another example of a persuasive text – the aim is to sell. Normally an advertisement will aim for a light and upbeat tone. As it has to appeal to as many people as possible, the language will be fairly easy or accessible. Often advertisements address the target audience directly using the personal pronoun "you". For example:

We want you to sit in our new Audi Q5 and we know you'll immediately feel the comfort.

The tone is open, friendly and inclusive.

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In selling the product or trying to convince you, the advertisement will use emotive words:

-- adjectives: bold, bright, new, good, better, best, fantastic, free, fresh, splendid, great, delicious, wonderful

-- evaluative adjectives: glamorous, sure, clean, special, crisp, fine, real, easy, extra, rich, safe, delicate, perfect, expert, lovely

-- simple verbs: make, taste, start, hurry, get, look, need, love, feel, ask for, want

Advertisements will often try to be trendy, using the latest "in" words or expressions, and puns are often present. For example, a cosmetics company advertised that

Aging is history.

Advertisements also use alliteration and metaphors. Alliteration can create positive or fun sounds. For example, Allied Irish Bank calls itself:

Britain's best business bank

The repeating of the "b" gives an added sense of authority to the statement, almost like you are defying anyone to disagree. Metaphors and puns can be used to create effective connotations.

And lastly, the imperative verb is also often used in advertising texts:

Take a seat in our new Audi Q5 and we know you'll immediately feel the comfort. Buy! Enjoy!

Of course when analysing an advertisement, the language used will help you to identify the target group. The text below is an advertisement for a book. The target group is obviously men whose partners are expecting a baby.

Your wife is not the only one who's expecting – there are two of you working on this particular home improvement project, and you're in it together. So while you may not know what to do in every (hormonal) situation, reading this book and just being there to listen helps her out a lot.

### xxx3 Factual report

A factual report could be a police report, insurance-claim report, accident report etc. The text will attempt to be objective and neutral. The aim is to provide information or to ask for information. For example:

Police are appealing for the public's help to trace a missing teenager. Joe Smith, aged 15, was last seen by his mother on Thursday 18 August 2011. He is described as a white boy, of slim build, 5ft 71n, with shoulder-length blonde hair and blue eyes. He was wearing a green parka, black 501s and Doc Martens boots when last seen. Detective Inspector Robert McGee, at the Child Protection Unit CID, said: "We are concerned for Joe's welfare and I would ask anyone who knows where he is to get in touch with us."

This text is very matter of fact, only offering information that may help people recognise loe and report him to the police. The tone is neutral and the adjectives only have a descriptive and informative function.

Business reports may be expository texts (see p. 254) where the aim is to provide the company with information on which to base decisions, but will most often be persuasive texts (see p. 254) as the report will end with recommendations that the writer hopes will be adopted.

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The report will often use typical transition phrases for expressing one's opinion and creating a flow to the argument, such as:

in my opinion; it is my view that; this idea notwithstanding; moreover, I feel that; on the other hand; nonetheless; nevertheless; contrary to what you might think; although; similarly; therefore; consequently; accordingly and many more.

### xxx3 Personal commentary and blogs

A personal commentary is a person's response to an issue, feeling or event. It can also be a response to a given question or task. Clearly subjective, it is often built on the writer's own experiences, feelings and associations, and generally tends to be quite informal with the intention of being thought-provoking or humorous, rather than argumentative. Newspaper columnists and professional authors often write personal commentary on daily events and life in general.

Today, many writers, both professionals and amateurs, have turned to the internet where blogging and Facebook have become important outlets for their commentaries. The personal blog will be an expressive text, but it may be informal or formal depending on the target audience and the intentions of the writer. In short, with blogs just about everything goes.

### xxx3 Judging sources

If you find a news article on the internet from a source you have never heard of, you can of course first check the name and address of the site for clues about the origins of the text (see Toolbox on our website). But language clues can also help you judge whether the article you are reading is biased. For example, this internet article about a man recently executed in the United States should set off warning bells.

Cop killer Troy Davis finally got his just reward last night for murdering a police officer in a crowded Burger King parking lot. Of course, as per usual with lefties, their sympathies are with the criminal, not the victim.

The text starts by describing Troy Davis using the adjective "cop killer", omitting the adjective "convicted", which would be the proper legal term and would have made the text more neutral. The phrase "finally got his just reward" eliminates any sense of a balanced report on the execution. In the second sentence the term "lefties", a coined term which we can assume refers to Democrats, leaves no doubt about the writer's political leanings.

Here is how the same story is presented in a British newspaper:

xxx4 Troy Davis executed in Georgia after last-minute plea fails

Death row prisoner Troy Davis has been executed in one of the most controversial American capital punishment cases in years.

Davis, 42, was put to death by lethal injection after a last minute appeal to the US Supreme Court failed, and his request to take a polygraph test was also turned down.

The appeal to the US Supreme Court led to a temporary delay of more than three hours.

Davis maintained his innocence to the end, saying: "I did not have a gun. For those about to take my life, may God have mercy on your souls. May God bless your souls."

According to those who witnessed the execution Davis addressed some comments to the family of his victim while he was strapped to the gurney.

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He told them: "I did not personally kill your son, father, brother." He also asked his supporters to "dig deeper" into the case so they could "find the real truth."

Davis was pronounced dead at 11.08pm local time.

This follows the principles of the news article genre. It is objective and features direct quotes and unbiased information about the case. The tone is neutral; it neither disagrees with the execution, nor does it suggest an opinion about this case or capital punishment in general.

The following text is the opening paragraph of an editorial on the same issue:

There is yet another great and bloody gash on the soul of America right now, because we allowed a state-sponsored killing of a potentially innocent man to occur in our name, on our watch. Fellow Americans, we must end the uncivilized and inhuman act of the death penalty, of killing people convicted of or believed to be murderers, immediately. If slavery was barbaric and morally wrong in its time, then the death penalty is barbaric and morally wrong in ours.

It is obvious that the author of this text is an opponent of the death penalty ("state-sponsored killing", "potentially innocent man", etc.). Thus the writer also has a political agenda, and this must be considered when choosing whether to use the text.

### xxx3 Tasks

1

Write a text on how effective you think the ad below is, focusing on the connotations and the combination of words and picture.

Bilde: Portions Have Grown

So has type 2 diabetes, which can lead to Ampuations

Cut your portions. Cut your risk.

2

Determine what genre each text below belongs to:

a. When I'm in New York or Washington, people talk passionately about debt and political battles. But in the living rooms or on the front porches here in Yamhill, Ore., where I grew up, a different specter wakes friends up in the middle of the night. It's unemployment.

b. Hurricane Irene made landfall on the coast of New jersey early Sunday morning and continued its relentless push to the New York City area, shutting down mass transit, causing flooding and cutting power to more than a million people.

c. Poverty is perhaps the greatest global problem we have today. Poverty means hunger. Poverty means suffering. Poverty creates anger and poverty cultivates terrorists. We need to fight poverty at the source; the system. Are you willing to help?

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d. A business report is a standard form of business communication that combines qualitative and quantitative information in a logical format, serving as critical corporate documentation. Business reports present information-based views of the enterprise to appropriate audiences and can be automatically individualized for each user.

e. Notwithstanding some continuing uncertainty over global economic developments, BMO's sustained momentum and the success of our initiatives to focus on the customer experience are serving us well. Our outlook remains positive.

3+ (Challenging task)

Explain your decisions in task 2 by pointing to examples of language and style in the texts.

4+ (Challenging task)

The texts below refer to the new tax scheme introduced by President Barack Obama in the fall of 2011. Write a text in which you determine what type of source you think each comes from. Refer to language clues in your answer.

a. "Class warfare!" Obama's harshest critics scream in a voice usually reserved for phrases such as "Run for your lives!" Spare us the histrionics. The upper-crust, our nation's greedy one per cent, have been waging an undeclared but devastating war against middle-class, working-class and poor Americans for decades. Now they scream bloody murder at the notion that long-suffering victims might finally hit back.

President Obama's proposal to boost taxes for the wealthy by $1.5 trillion over the next decade is a good first step toward reforming a system in which billionaire hedge-fund executives are taxed at a lower rate than are their chauffeurs and private chefs.

b. Washington – President Obama will on Monday call for a new minimum tax rate for individuals making more than $ 1 million a year to ensure that they pay at least the same percentage of their earnings as middle-income taxpayers, according to administration officials.

With a special joint Congressional committee starting work to reach a bipartisan budget deal by late November, the proposal adds a new feature to Mr Obama's effort to raise the political pressure on Republicans to agree to higher revenues from the wealthy in return for Democrats' support of future cuts from Medicare and Medicaid.

c. It was a sort of mindless twaddle that was coming out of his lefty mouth. Like this. "We don't want to punish success." The hell you don't! The whole point of redistribution is based on the idea that the successful don't deserve it because they've done nothing to earn it. They have been lucky – and more than that, they've been lucky probably by cheating the people that don't have as much as they do. So he says, "This is not because we want to punish success." They damn well do. It's one of the leftist credos: punish achievement.

# xxx1 Kolofon:

--- 2 to 349

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