p. 14 No man is an island

Checkpoints

1. Man is not an “island” meaning that man lives in a community with others and not isolated.
2. Why Donne says that “every man is a piece of the continent” is of course nothing we can know for certain (some students might point this out to you), but Donne’s idea is probably that we all belong to a greater something – a community, an environment even if we do not necessarily want to.
3. “For whom the bells toll” refers to the church-bells rung at a funeral.

Viewpoints

1. Hopefully these questions will help students see that at times we feel like islands and at other times we feel more as part of the world around us. Teenagers might very well be experts here since they at times might feel like no one understands them.
2. Donne’s message is that we are part of “a continent” – something larger than ourselves. The idea that what happens to someone else also affects me – our lives are intertwined – another man’s death also causes me pain. Some students might think of environmental issues in this connection – that whatever a person does, it affects the world. Philosophers, religious leaders and business executives tend to think this way as well – we are part of a greater “system” so everything we do affects the “system”. The system might be your family, your class, your work, the local community or the world.
3. The answers to this question might indicate something about the different personalities in your classroom – some will prefer solitude while others always want to be social. They might also see that this will vary depending on the situation.

p. 18, My name

Language Workshop

A.

- muddy – grumset, uren
- sobbing – gråting
- fancy chandelier – flott lysekrone
- inherited – arvet
B.

- sit their sadness on an elbow – når tristheten fører til at man ikke klarer å gjøre noe
- I don’t want to inherit her place by the window – jeg ønsker ikke å leve mitt liv som hun gjorde

p. 22, Empty Seat

Checkpoints

1. The man thought the sobbing sounded like an imperfection in a machine wheel. A rhythmic, constant sound like “click, click, click”.
2. He did it instinctively, since he did not want the other passengers to think that he had anything to do with the woman.
3. When you cry, you make more noise and your body will respond physically. When you sob, it is more of a quiet action. It may also be harder for others to detect your sobbing than your crying.
4. It is hard to say, but they may have thought that it was he who made the woman sob. And if so, why would he sit there so quietly when his girlfriend was sobbing?
5. He realised that the other passengers also felt uncomfortable about the sobbing woman and that the college boy had occupied the seat before the protagonist got on the bus.
6. He got up from his seat and mingled with the other passengers.

p. 29, Dead Poet’s Society

Checkpoints

1. Neil knew how strict a father Mr. Perry was. It was highly unlikely that Neil would be allowed to enter the play considering the ambitions his father had on his behalf.
2. Neil did not tell his father about the play and that indirectly made a liar out of Mr. Perry, when he denied that his son was in a play. Also see below.
3. Mr. Perry wants his son to succeed in life, but only on his terms, i.e academically speaking and not in arts. He is probably just trying to protect his son from having too many extra-curricular activities that could jeopardize Neil’s marks and academic achievement.
4. The scene is very tense. Neil is facing a massive choice that will be immensely important for his future career. Mr. Keating offers advice believing that Neil indeed will speak to his father and tell him how he really feels about acting.
5. Mr. Keating jokes about having taken the monastic oath and that he can have no distractions that may impede his teaching. It seems like his dream in life is to teach and to make a difference while doing so.
6. Mr. Keating simply states that he loves teaching. He would want no other profession.
p. 34, The Road Not Taken
Checkpoints

1. He or she is just enjoying a walk in the woods.
2. It is probably autumn/fall. You can tell from the fallen leaves and from the “yellow wood”.
3. The narrator has to choose between one road that was visible and well-travelled and another that was more untouched.
4. Some choices are easy, others are more complex. The poem states that the more risky choices can often be the more gratifying ones.

p. 35, Walden
Checkpoint

1. To live deliberately is to take a conscious direction in life, to be wide awake in the choices you make. Life is one big possibility of lost opportunities and you can avoid that by living your life – well – deliberately.

p. 36, To the Virgins, To Make Much of Time
Checkpoints

1. Herrick could be addressing young people who are about to discover the world on their own.
2. He seems to say that one should act before it is too late, to enjoy life while you can, to embrace. “To gather your rose-buds while you may” is a metaphor for capturing the moment, to seize the day – Carpe Diem!
3. Herrick tells his readers to relish life when they are young, or in general to enjoy life before it is too late. He argues that nothing exceeds life when you are young and time will only remind you of the life you lived when you were young. It is up to you to decide the quality of your memories.
4. “Go marry” may be a metaphor for dedicating yourself to life, to look at life as a spouse that nourishes you and vice versa. If you commit yourself to life and everything it has to offer, you will probably savor it to the fullest.

p. 36, Language Workshop

1. There are many different characters in Dead Poet Society. (it and there)
2. Neil’s dream is to become an actor. (apostrophe, a/an)
3. I think that Mr. Keating’s teaching methods are great. (usage, apostrophe)
4. The boys attend Welton prep school. (apostrophe/plural nouns, capital letters)
5. They all have Mr. Keating in English. (capital letters)
6. Mr. Keating, who was also a student at Welton, teaches them to think for themselves. (relative pronouns, teach/learn)
7. Neil always obeyed his father. (-ing form, adverb of frequency/spelling)
8. Neil is a good student and works well. (adjective or adverb)
9. In the beginning, Todd was very shy. (word order)
10. Physics is easy for Pitts, but not for Cameron. (singular noun, concord)
11. Mr. Keating tries to give Neil good advice. (irregular verbs, wrong word/uncountable nouns)
12. For Neil, 10 years is a long time. (concord)
13. The Latin words carpe diem mean seize the day. (capital letters, spelling)
14. Each of the boys does something that will change his life. (concord s-v, relative pronoun, possessive pronoun, concord)

p. 41, British vs. American English

Checkpoints

1. Renaissance, advertisement, herb, schedule, leisure, tomato, vitamin, aluminium, ate
2. a) Some words that end in -ter in AE, end in -tre in BE
   • theater (AE), theatre (BE)
   • center (AE), centre (BE)

   b) Some words that end in -og in AE, end in -ogue in BE
   • monolog (AE), monologue (BE)
   • catalog (AE), catalogue (BE)

c) Some words that end in -or in AE, end in -our in BE.
   • color (AE), colour (BE)
   • neighbor (AE), neighbour (BE)

d) Verbs that end in -ize/yze in AE, end in -ise/yse in BE.
   • analyze (AE), analyse (BE)

e) In BE, the -l at the end of a word is doubled when a new ending is added. In AE the -l is only doubled if the stress is originally on the second syllable:
   • rebel – rebelled (AE), rebel – rebelled (BE)
   • travel – traveler (AE), travel – traveller (BE)

Language Work

• BE - I am knackered and I must go to the loo.
• AE - I am tired and have to go to the bathroom.

• BE - Are there any WCs close by?
• AE - Is there a restroom close by?
• BE - Must I queue up behind that bloke?
  • AE - Do I have to get in line behind that guy?

• BE - Is there a chemist anywhere close?
  • AE - Is there a drugstore/pharmacy around here?

• BE - I am peckish.
  • AE - I am hungry.

• BE - At the zebra crossing the lollipop lady directed us to take a diversion, but my lorry was almost out of petrol and it was impossible.
  • AE - At the crosswalk the crossing guard directed us to take a detour, but my truck was almost out of gas and it was impossible.

p. 44, English as A World Language

Checkpoints

1. A Lingua Franca is a language used for communication by two people who are not native speakers.
2. English is the world’s most important Lingua Franca because the language is spoken by about 1 billion people who are not native speakers.
3. Queen Elizabeth I started the British colonisation.
4. Great losses in the two world wars and political turmoil in Africa and the Indian subcontinent started the decline of the British Empire.
5. Today the English language is spreading through channels such as the Internet, the media, studies, trade, multi-national corporations and travelling.

Viewpoints

There are no right or wrong answers to these questions, but here are some facts that can be used in a discussion:

1. Languages disappear every day, but research shows that the endangered languages are first and foremost those languages which are only oral. There are between 6000-7000 languages in the world today. Norwegian is probably among the 120 largest languages. So even though there are not many of us, we will probably keep our language for quite a while still. Norwegian is however constantly influenced by other languages and today in particular by English. We are exposed to the English language through the Internet and media. University text books are often in English and quite a few Norwegians speak or write English at work every day.

2. Mandarin is the world’s largest language. In recent years China’s position in the world has changed dramatically. The Chinese are responsible for a large amount of production in the world. This forces most countries to do business with Chinese companies. Spanish has also more native speakers than English and is spoken in most countries in Latin America as well as in Spain. Hispanics are the fastest growing group of immigrants in the USA, and Spanish has therefore become the most important
foreign language in American schools. In some of the south-western states the Spanish influence is visible in names of places and businesses and in the culture.

p. 44, Listening Comprehension (Three Little Pigs)

Listening Comprehension

1. American English
2. Jamaican
3. Indian
4. British English
5. Scottish
6. Australian
7. South African

p. 47, How I Learned English

Checkpoints

1. The poet himself is telling the story and it takes place on a baseball field (in “an empty lot”) in Williamsport, Pennsylvania.
2. He means that he is a newcomer to the US and that he is not accustomed to the culture yet.
3. The narrator is out in the outfield and he thinks no one can hit a ball that far. He is day-dreaming when the ball does come and is hit in the head.
4. They laugh because he used the wrong word.
5. He says “shin” instead of “forehead” or “head”
6. This incident made him feel like one of the group. They were all laughing at the same thing. It was also important that Joe Barone asked how he was and helped him up.
7. Baseball expressions:
   - Pitching, pitch – the pitcher throws the ball to the batter – the throw is the pitch
   - Whiff – a swing at the ball with a bat that hits nothing but air
   - Outfield – the part of the field outside of the bases (right field, left field, center field)
   - Talking it up - chatter to make the batter nervous; “Swing batter”
   - Flies – ball that goes high into the air
   - Pop-ups – a ball that goes strait up
   - Grounders – a ball that is hit low, along the ground

Viewpoints

1. Language learning is done in many different ways, we learn most when we use it in everyday activities. It is through interaction with native speakers this happens. Language is also much more than just vocabulary words. It is all the aspects of culture: How to say things, when to say them, which words to use, and how you act.
2. Baseball is an American game, whereas soccer is a European one. Through understanding this game you gain much cultural understanding.
3. He needs to learn “the moves” and perhaps the rules of the game.

**p. 54, Homework**

**Checkpoints**

1. Michael stayed home from school because his dog died.
2. He is 18 years old.
3. He is unhappy.
4. His father brings things up, but then lets them drop. His mother thinks Michael must go on with his life.
5. Michael says about her sister “She wants so badly to be beautiful”. She has her own ritual every night washing her hair and steaming her face.

**p. 57, The Curious Incident of the Dog in the Night-Time**

**Checkpoints**

1. A prime number is a number greater than one and which has no positive divisors but 1 and the number in question.

2. There is no simple way to find out if a number is a prime number. For a large number it will take computers a very long time to find out. Since there is no formula, one has to use the method described in the excerpt from the novel. Divide the number in question by natural numbers. If the number in question gives no positive divisors, then the number in question is a prime number.

3. Prime numbers are use for writing codes since a large prime number takes so long to figure out.

**Do some maths**

1. $10000 \times 5.9$ (value may vary from day to day) = 59000

2. Since it takes a very long time to find a new prime number (it may take computers years) the hourly pay will be extremely low.

3. What is the biggest prime number you know? (answers will vary)

4. (answers will vary)

**p. 60, Test Yourself (The United Kingdom)**

1. The UK consists of:
   a. England, Scotland, Wales and Northern Ireland
2. Great Britain consists of:
b. England, Scotland, Wales (everything that is “stuck together”)

3. The British Isles consist of:
d. England, Scotland, Wales, Ireland, Northern Ireland, and 5000 small islands
(That’s right 5000! Islands: Great Britain, Ireland, Hebrides, Shetland, Orkney, Isle of Wight, Isle of Man, Isle of Scilly, Channel Islands, Lundy Islands and many small islands.)

4. The longest river in the UK is called:
b. The Severn

5. The leader of the government is called:
d. The Prime Minister

6. The Queen lives at which castle?
a. Balmoral – when on vacation in Scotland
b. Westminster – only answer that is not correct, Houses of Parliament, but Westminster was once a palace and not parliament.
c. Buckingham– when at home in London
d. Sandringham – when in the country

7. The population of the UK is approximately:
a. 60, 500,000
This changes constantly, for the latest statistics see Statistics.gov.uk

8. How many wives did Henry VIII have?
b. 6
The following mnemonic is a good way to remember their fates:
Divorced, (Catherine of Aragon)
beheaded, (Anne Boleyn)
died. (Jane Seymour)
Divorced, (Anne of Cleves)
beheaded, (Catherine Howard)
survived. (Catherine Parr)

9. What is the name of Queen Elizabeth II’s youngest son?
c. Edward

10. When did the Vikings first arrive in the British Isles?
b. 871

p. 63, Tartan

Checkpoints

1. In Durness in the very North of Scotland
2. They are on a voyage robbing villages along the route.
3. They drink ale and as they leave they take a tartan.

**Viewpoints**

3. The text is the story about about how Kol is killed and how the Tartan they steal in the village he was murdered in will be given to his widow as a gift.

5. Distinctive features of Icelandic sagas:
   - The author is unknown.
   - They pretend to describe historical events. To make the story sound real they often start by describing places and list names of the main characters’ family members in several generations.
   - They are written in the third person and they only refer what can be heard and seen. They do not describe feelings and thoughts. You have to imagine what people think and feel through the way their actions are described.
   - The characters are often archetypes. They are either good or bad, strong or weak etc.
   - There is a strong belief in dreams and fate.
   - Blood vengeance is common.

**p. 67, Events that Shaped English**

**Checkpoints**

1. Stonehenge is a monument built around 3000 BC.
2. The Romans arrived in 43 AD and stayed until 409 AD.
3. In the fifth century.
4. Scandinavian invaders.
5. Coppergate is in York.

**Viewpoints**

2. To find new loanwords in English you can go to [Wikipedia’s List of English Words of international origin](#)

3. French was spoken by the ruling class and the elite.

**Research and Discover**

1. The first battle was the battle of Stamford Bridge on the 25 September against his own brother Tostig and the Norwegian king Harald Hardråde.

3 b) Guthorm was defeated by King Alfred and his men and as a part of the treaty, Guthorm and his men agreed to accept Christianity and they were baptised.
p. 79, Famine

Checkpoints

1. The text is suggesting that England made Ireland lose its history. This was because most of the food was exported to England, in addition to the fact that the English paid the Irish not to teach their children the Irish language.

2. O’Connor states that Ireland today has the highest frequency of child abuse in the EEC. She also claims that Ireland suffers from post-traumatic stress disorder, and she more than suggests that the Irish people have lost their faith.

3. Old wounds can only be healed if the Irish remember their past, grieve and then forgive the English for what they did in the past. O’Connor then ends her song by urging the Irish to stop killing each other (a reference to the Troubles) and embrace the Biblical concept of ‘loving thy neighbour’.

The Selfish Giant

Checkpoints

1. He has been to visit his friend the Cornish orge.

2. Answers here may vary. Some possible suggestions: that he does not like children, that he loves his garden and wants to keep it to himself, that he is afraid the children will tear up and destroy something, that he thinks children noisy, that he is very shy, that he has a secret he wants no one to find out, that he is mourning because he had to leave his friend, etc... (no limitations here, really)

3. The spring refused to come to the Giants garden and it remained covered in snow and ice.

4. It may be argued that the children are a metaphor for spring and summer. When they are in the Giants garden, spring and summer come in the natural sequences through the year. But when the Giant excludes the children from the garden, winter is ever present.

   The garden can be a metaphor for more than one thing in this story. One such metaphor may be that the garden is a metaphor for the consequence of being selfish. When the Giant is unwilling to share, the beauty of spring and summer disappears. And, the trees in the garden bear no fruit. When the Giant again shares his garden – it wakes from the hibernation.

   The tiny boy who does not flee when he sees the Giant may be a metaphor for Christ and love. He kisses and hugs the Giant so that the Giant is no longer wicked. Later when the tiny boy returns the Giant after a long time, the Giant realizes that the tiny boy has prints of nails in the palm of his hands and on his feet. The child says that these wounds are the “the wounds of love”.

10
p. 90, Brick Lane
Checkpoints

1. Nazeen is afraid to leave the apartment first of all because she only knows two words in English “sorry” and “thank you”. An implied reason is that she being a village girl still feels overwhelmed by London since she is fairly new to the city.
2. She was sent to London to marry Chanu.
3. Nazeen feels a bit anxious about the visit tonight. She wants to make sure everything is perfect before the visit to please her husband.
4. The furniture, the beautiful things and the nice apartment, makes Nazeen feel proud.
5. She describes her life in London like this: “to sit day after day in this large box with the furniture to dust”. Additionally she sometimes wishes that the wardrobe will fall down and crush her. Also her fear of leaving the apartment gets to her.

p. 91, Listening Comprehension “What does it mean to be British”

1. Britain can teach the United States how to look after, respect and actively engage minority groups, hopefully to make the US community more organic.
2. There exists no single definition of what “Britishness” is, it is up to the citizens themselves to establish its meaning.
3. The issues they all subscribe to are to respect other people, abide to British law, enjoy freedom of speech and religious practice, to value education as well as to participate in the democratic system. One should also respect others, show tolerance and embrace differences.
4. These values may definitely glue society together, but they need to be applied on a daily basis in order to have an a—embracing society.
5. Mr. Mogra points to culinary trade – how immigrants have learned to appreciate fish and chips and how the British people have taken a liking to chicken tikka masala.
6. The Bishop of London states that these measures are not worth anything by themselves – they have to be embodied in everyday life to have the desired effect.

p. 96, Slam
Checkpoints

1. The story is told by Sam.
2. It is told in the first-person (see p. 357 for definitions).
3. The main characters are Sam and Alicia. Other characters are Sam’s mother Annie and Alicia’s parents.
4. Alicia wants to keep the baby.
5. She insists on saying “we” so that Sam knows the baby will be his responsibility too.
6. Alicia wants to tell their parents that they are pregnant, while Sam wants to wait.
7. They decide to tell Alicia’s parents right away, “tomorrow night”.
8. Sam is worried that Alicia’s parents will “want to kill [him]” but he is also worried about “breaking [his mother’s] heart.” With Alicia’s parents he is afraid they will get physically violent and he is scared. When it comes to his mother, it just makes him sad. Suggested answer: Alicia’s parents.
9. His heart was banging so hard he was sure he could see his chest moving, “like there was a little man down there.” “I was looking down my shirt to see if there was a little man down there. I didn’t really know what I was doing any more.”

p. 101, The Juno Syndrome

Checkpoints

1. Arguments for and against teenage parenthood:

For:

- Young mothers can be committed mothers.
- Young mothers do not expect anything of their children.
- Young mothers make their children the centre of their attention.
- A baby can change a teenager’s life for the better, for instance by giving incentives to get an education.
- The baby becomes the priority and not friends with bad habits
- Teenage mothers do better than their peers.
- Attendance levels in school improve with pregnancy.
- Age of pregnancy does not necessarily affect future education, jobs or salary.
- Motherhood makes young women feel more confident and competent.
- Many young fathers want to participate and be good fathers.
- Pregnancy does not bring a young person into a negative environment, unless they are there already.
- Parenthood motivates young mothers to get out of poverty.
- Some young women have babies for the same reasons as do fortysomethings, to have something to love.
- According to biology the teenage years are the most fertile ones, so having babies at this age is not unnatural.
- Not having babies may ruin lives.

Against:

- Having a baby can limit their future options, like education and career.
- Pregnant teenagers will drain the welfare system.
- The children of these teenagers will also be collecting ASBOs.
- Teenage mothers are more likely to do poorly or drop out of school.
- If they have low or no qualifications at all, they are typically unemployed or have low-paid jobs.
- If they are poor, it is statistically easier to become involved in crime or to abuse alcohol and drugs.
- Having babies may ruin lives.

2. This is a trick question. The article talks about 39,000 unwanted “births” a year. This is about the same as the teenage birthrate for the 1950s. The government wants to halve the number of unwanted “pregnancies”.
p. 104, Britain’s Mean Streets
Checkpoints

1. The three main topics are: 1) Alien Nation – How Britain treats children and why children feel like they do not belong or are not important. 2) Culture Clash – This part is about different cultures – rich and poor as well as multiethnic cultures. 3) Building A Better Place – This section describes what Britain is planning to do to help impoverished and troubled youth.

2. Why are young people so aggressive? "Part of the reason may be that parents aren’t always around to help socialize their children – or even just show them affection. Compared to other cultures, British kids are less integrated into the adult world and spend more time with peers. Add to the mix a class structure that impedes social mobility and an education system that rewards the advantaged, and some children are bound to be left in the cold.” (p. 103)

3. The government has made a 10-year plan to reduce poverty including: a) Investing in facilities such as playgrounds and youth clubs, b) Ensuring free childcare for 2-year-olds from disadvantaged families, c) Funding for charities helping youngsters

4. What kind of study was conducted by UNICEF? A study in child well-being in 21 different countries. Why was the UK at the bottom? It seemed that British kids were:
   - more likely to try drugs and start smoking than their European counterparts.
   - more sexually active at the age of 15 or younger
   - more likely to get pregnant as teenagers
   - more likely to get STDs
   - more likely to be involved in crime

p. 113, Politics in the UK
Checkpoints

1. The House of Lords and the House of Commons
2. The members of the House of Lords are not elected, but appointed by the queen. There are different groups of peers: life peers, hereditary peers, bishops and Law Lords. The members of the House of Commons are elected by the people. The 646 members represent one constituency each.
3. The leader of the largest party in the House of Commons.
4. The Government’s main task is to run the country on the basis of laws passed by Parliament.
5. Since the UK does not have one single written document as constitution, the structure and activities of the British state are regulated by a collection of written laws, court judgments and international treaties.
6. Before 1999, the number of peers in the House of Lords was about 1200. However, Tony Blair and the Labour Party reduced the Lords’ power, reducing the total of hereditary peers to 92.

p. 117, English Literature
Checkpoints
1. The literary periods in this text are: Old English, Middle English and Renaissance
2. Old Norse
3. King Alfred, an Anglo-Saxon king
4. The Canterbury Tales is a collection of tales told by pilgrims on their way to Canterbury. The tales are about many different things from knightly tales of love and heroism, religious and moral tales to bawdy tales (humorous and vulgar).
5. John Wycliffe (Note: Although Wycliffe is usually given credit for the first translation there are also others who translated parts of the Bible before him. You can find a painting commemorating this event at ArtMagick.)
6. The Bible was still considered too holy by the Catholic Church for the common man to read. Translating the Bible was considered heresy and punishable by law. Wycliffe was brought before the court for speaking against the Church. His supporters came to his rescue and he was not imprisoned. At this time in history the Catholic Church was very powerful in political as well as religious matters.
7. Queen Elizabeth I gave England the political stability it needed to become a powerful nation and to produce men of science and the arts. Possible answers:
8. Marriage would take her away from ruling her kingdom. Her husband might demand to be king and therefore rule. Without marriage and children she could dedicate herself entirely to her country.

Language Workshop

- Synonym = two words that mean the same thing (ex. woman = female)
- Antonym = two words that mean the opposite (ex. love – hate)
- Connotation = the associations of a word (ex. mother = loving)
- Denotation = the dictionary definition (ex. mother = a woman who has given birth to a child)
- Vernacular = the common language
- Prose = non-fiction (Note: an even more correct definition is anything that is not poetry/verse)
- Fiction = not true, made up
- Novel = a long work of fiction

p. 118, Two Sonnets

Checkpoints Sonnet 130

1. How does Shakespeare describe his beloved?

- Eyes – nothing like the sun/ not bright
- Lips – coral is more red / her lips are not bright red
- Skin colour – her breasts are dun / she has greyish coloured skin
- Hair – like black wires
- Cheeks – no such roses / pale
- Breath – reeks / stinks
- Voice – music hath a far more pleasing sound / not melodious
2. He loves her because she is special to him, in spite of her apparent lack of exceptional beauty.

3. Others make false comparisons between their sweethearts, making their beloved even more beautiful than they really are.

Here are some **websites** that explain sonnet 130:

http://www.stthomasu.ca/inkshed/inkshed22/130.htm

**Checkpoints Sonnet 18**

1. Summers are often too windy or too short and the sun is either too hot or hidden behind clouds.
2. By “thy eternal summer” he is talking about the beloved’s youth and beauty.
3. The beloved will never die as long as people read this poem.
4. The message of the sonnet is that the beloved is far more beautiful, will live longer and be loved longer than a passing summer all because of this very poem. In fact, the message may well be more of a tribute to the poet than to the beloved. It is only because of the poet that the beloved lives on.

Here are some **websites** that explain sonnet 18:

http://www.cummingsstudyguides.net/xSonnets.html

**Research and Discover**

A sonnet has

a. 14 lines
b. They rhyme every other line (quatrails 1-3) and the last two lines rhyme (couplet)
c. The rhyme scheme is : abab cdcd efef gg.
d. Each of the quatrails goes together thematically:
   − 1-4/ summer’s day,
   − 5-8/sun,
   − 9-12/ thy eternal summer and death and the last two lines go together /the eternal poeme.
e. The syllables are unstressed then stressed (x- ), iamb.
There are five patterns of unstressed/stressed syllables per line: iambic pentameter.

p. 122, Macbeth
Checkpoints (p. 122)

1. The witches are described as: “withered”, wearing “wild” clothing, with “choppy fingers, skinny lips” and “beards”. In fact Macbeth and Banquo do not know if they are alive, earth-dwellers, men or women, or even if they can speak.
2. Macbeth commands them to “speak if [they] can” and tell him “what [they] are. This is much the same way we react when we hear something in the night and yell out, “Who’s there?” A possible answer here is that he reacts with fear or that he does not want to be frightened and tries to take command of the situation.
3. The scene is made scary first by the sound effects “thunder and lightning” mentioned in the beginning of Act I. It is also scary because the three witches appear on the stage first. If their appearance is as Banquo says, they should be scary themselves. In addition they cast a spell, which lets the audience know that supernatural and devilish or sinister events are going to take place. And finally, Macbeth says that the day is “foul and fair”, it looks like a nice day, but there is something sinister about it.
4. “Fair is foul and foul is fair” means what looks good is really evil and what might look evil is really good. Things are not as they appear.

Viewpoints (comments to some of the questions)

1. This question should get a good discussion going. Ambition when it comes to schoolwork is a good example while ambition concerning status could be bad if it is gained at the expense of others.
2. The witches predict that Macbeth will become lord of another area of Scotland and that he will be king.
3. To discuss this question, students should read the textbox under Singer Sargent’s painting of Lady Macbeth on page 120. This is the classic “the Devil made me do it” situation. Where Adam had Eve, Macbeth has Lady Macbeth. Being incited by someone to do something illegal does not absolve guilt. Even the accomplice to a crime is to a lesser extent guilty.

p. 132, Literature from the Age of Reason to the Modern Age
Checkpoints

1. The literary periods mentioned are: Age of Reason/Enlightenment, Romanticism, Victorian Literature, Modern and Post-Modern literature.
2. Enlightenment
3. Romanticism
4. Age of Reason/Enlightenment
5. A literary allusion is the reference of one work of literature in another work of literature (See p. 356).
6. Which authors have they heard of? This is a good question to get a discussion going about literature and reading.

**p. 135, Musee des Beaux Arts**

**Checkpoints**

1. This poem is about the way life is. Great life-changing events happen to some people, while at the same time others are preoccupied with everyday life and the ordinary. The “Old Masters” understood this and painted the different aspects side by side in the same scene.
2. The lines 4-8 describe a scene where some old people “aged” are waiting for the birth of Christ while others are eating, walking along, opening a window, or skating. Lines 12–20: dogs living dog’s lives, the horse of a torturer scratches its behind, the ploughman looks the other way, a ship sails on.
3. Have the students draw their own paintings. It is thought that Auden not only describes Landscape with the Fall of Icarus, but several other paintings by Breughel. Before or after students draw, you might want to talk a little about Breughel and his style of painting. He very often depicts busy scenes with people from all walks of life, busy living. You can find more information about Breughel here at the Webmuseum.
4. Students will suggest different ways to achieve rhyme and rhythm, here are some:
   - Alliteration (repeating the same consonant sounds)
   - Assonance (repeating the same vowel sounds)
   - Varying line lengths
   - Some lines do rhyme: wrong/along/, shone/ on, understood/wood, wating/skating, forgot/spot, course/horse, away/may/cy, green/seen. Not all the rhymes are perfect rhymes, some are half-rhymes or even eye rhymes.

**Research and Discover**

**Ekphrasis Assignment**

Ekphrasis means writing about art. This is what Auden and several others do with Breughel’s painting. Send your students off on a virtual tour of an art gallery to find their own painting and write about it.

**p. 136, Three Poems by Stevie Smith**

**Language Workshop**

1. Why do so many people want to see a 400-year-old tragedy?
2. Shakespeare’s plays are still relevant today.
3. Shakespeare is very good at writing about madness and anger.
4. Macbeth doesn’t treat his soldiers or other people around him well.
5. There were deaths all the time.
6. There isn’t one normal death in Macbeth / Nobody dies a normal death in Macbeth.
7. Lady Macbeth went mad. Lady Macbeth became psychologically crazy.
8. In a tragedy, the main characters die in the end.
9. Everything was perfect for Macbeth until his conscience started to bother him.
10. Auden writes about art.

Viewpoints

1. Answers will vary. Encourage the students to support their point of view.
2. These poems are short, they have definite rhythm, they rhyme, they even sound like nursery rhymes.
3. “The Englishwoman” makes fun of the posh Englishwoman. “Dear Female Heart” makes light of miserable people, especially women who feel they are victims. It is the bird-will-sit-on-your-pouting-lip theme. “Human Affection” is about mothers and their children.
4. “The Englishwoman” and “Dear Female Heart” are both ironic.
5. Have the students look at language, seriousness, and rhythm. These sound just like nursery rhymes.

p. 140, Dreams

Checkpoints

1. Langston Hughes says that if you do not hold on to your dreams, your dreams will die. And if you do not have dreams, life will be reduced to a field in which nothing will grow.
2. “...life is a broken-winged bird that cannot fly”. This metaphor could mean that just like a bird that cannot fly will struggle enjoying life or merely surviving, people with no dreams may suffer the same destiny. “... life is a barren field frozen with snow”. This metaphor could imply that just like an unproductive field cannot grow beneath a layer of ice, people cannot thrive beneath a layer that shuts out one’s dreams and aspirations.

p. 146, Test Yourself: US Geography

1. How many states are there in the US?
   b. 50

2. What is meant by “the lower 48”?
   c. The 48 continental states.

3. Where is New England?
   b. On the East coast between Maine and Massachusetts.

4. Which states are considered “the deep south”?
   a. Alabama, Georgia, Louisiana, Mississippi, and South Carolina.

5. Which river is the longest river in the US?
b. Missouri
http://thelongestlistofthelongeststuffatthelongestdomainnameatlonglast.com/long403.html

6. Which of the following is not a national park?
c. Superior (Lake Superior is one of the Great Lakes and is not a national park)

7. Four “states” call themselves Commonwealths and not states. Which ones are they?
c. Kentucky, Massachusetts, Pennsylvania and Virginia

8. Which region is considered the “bread basket”?
b. Midwest
http://www.infoplease.com/ipa/A0875014.html

9. Which area of the US is considered the “sun belt”?
b. The states from Florida to California
http://www.britannica.com/EBchecked/topic/573594/Sun-Belt

10. Which state was once its own country?
c. Texas

11. Which one of these states does not have an Indian name?
d. Montana
http://www.firstpeople.us/glossary/States-With-Indian-Names.html

12. The US is divided into several regions, what are they?
b. South, Middle Atlantic, New England, Midwest, West, Southwest
http://www.factmonster.com/ipka/A0770177.html
http://www.usastudyguide.com/regionaldifferences.htm

Note: There are several different answers to this very question. Some sources divide the states into 5 regions and others into fewer or more. The answer b. however is the most correct among the choices the students were given. For other divisions go to US Census and Wikipedia.

13. Which state is not part of the Midwest?
c. Tennessee

14. Which state is the smallest?
a. Rhode Island
http://www.factmonster.com/ipka/A0770177.html
http://riroads.com/

15. What is Puerto Rico to the US?
c. Territory
16. How many states start with “New?”
a. 4
New Hampshire, New Mexico, New Jersey and New York

17. Which state is not on the west coast?
b. Montana

18. Which state is not on the east coast?
b. Michigan

19. Which four states meet at the same spot called the “four corners”?
a. Utah, Colorado, New Mexico, Arizona
http://en.wikipedia.org/wiki/Four_Corners

20. Which state is the 50th state?
a. Hawaii
http://www.hawaiiscene.com/50thState.htm

21. What is Alaska’s state sport?
c. Dog mushing
http://fairbanks-alaska.com/dog-mushing.htm

p. 154, What is it about America that is American?
Checkpoints

1. The American values mentioned in the texts are democracy, freedom, individualism, equality, justice, friendliness/adaptability, hospitality, mobility and faith.
2. According to the text, an American becomes an adult when he or she is 18 and graduates from high school. This is considered as a rite of passage.
3. The car is paramount to Americans, they feel that they cannot go anywhere without their car. In addition, the United States is designed for getting around by car.

p. 155, What is it about America ...
Checkpoints

1. The American values mentioned in the texts are democracy, freedom, individualism, equality, justice, friendliness/adaptability, hospitality, mobility and faith.
2. According to the text, an American becomes an adult when he or she is 18 and graduates from high school. This is considered as a rite of passage.
3. The car is paramount to Americans, they feel that they cannot go anywhere without their car. In addition, the United States is designed for getting around by car.
p. 156-158, Let America be America again

Checkpoints in the text

What is special about the pioneer? The pioneer is looking for a place he can call home where he is independent and free.

Who is “me” Why is he different? “Me” is an African-American. He is different in the sense that even he is an American citizen, he does not enjoy the same rights as white Americans.

Which groups of people have not been allowed to live the dream? Hughes points to the poor white population, the African-Americans, the Native Americans and immigrants.

What is it that destroys the young man? The man is destroyed by greed, needs, the focus on endless profit, gain and power.

Which human rights should America have? America should have liberty, equality and freedom.

What does he mean by “the man who never got ahead”? For Americans, to “get ahead” is incorporated in their system. It means to keep moving on the social ladder, in other words; social mobility.

Which lines rhyme in this stanza? Today-pay, sung/hung.

What effect does this rhyming and repetition have? The rhyming and repetition provide a sense of emergency, the effect is that the reader sees the injustices facing minority groups in America.

Who does he include in the “I” of this stanza? He includes the first settlers from the Old World, the slaves and the immigrants. He does this to imply that they all ought to constitute a unified America.

Has America ever been what people dreamed it would be? Some people would probably say that America kept its promise as the land of opportunities. Sadly, most people would disagree and say that the concept of America as the Promised Land is a mere illusion.

p. 165, A New World for the Brave and the Free

Checkpoints

1. The continent was discovered by a tribe of Siberians or Mongolians about 15000 years ago. Native Americans are descendants of these early discoverers.
2. Columbus discovered the Americas in 1492.
3. Spices were the most profitable item of commerce at the time. Spain wanted to be a part of the world’s spice trade.
4. The Pilgrims was a religious group that was persecuted in England. They left Europe to go to a country where they could worship freely.

**Viewpoints**

1. Ideas for your discussion:
   - The First Amendment to the United States Constitution provides that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof ...."
   - No state religion
   - All US presidents have so far been Protestants or Catholics. Are they ready for a Hindu or a Muslim?
   - 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.

**p. 180, The Earth is Your Mother**

**Viewpoints**

1. The poem compares nature to family – the way a mother holds her child is the way earth holds us. The idea that man and nature are one is also present in this poem.
2. In the poem “sleep, sleep” are repeated twice – giving the feeling of a lullaby. Also the comforting thought presented – that the world outside is there to protect you. might indicate that the poem is some sort of a lullaby. Some might totally disagree to the idea of this being a lullaby giving different reasons e.g. that the ideas presented in the poem are too complex for a little child.
3. Answers will probably vary quite a bit here depending on the pupils’ upbringing – some might have sung religious songs where the almighty God protects everything which in a way gives the same idea as this poem.

**p. 182, Pocahontas**

**Checkpoints**

1. A tepee is a wigwam, or a tent if you like, used by the Native Americans in the US. It is usually made of skins, mats and bark.
2. Aurora Borealis is often called the northern (or indeed southern) lights. It is a kind of natural light that displays in the sky, particularly in the Polar Regions and usually at night.
p. 183, Native Americans
Do some maths:

4000/15 000 * 100 = 26.7%

Viewpoints (p. 185)

1. A wide variety of feelings will be presented in a group of 30 students – some will feel
   happy about new beginnings while others will feel stress and anxiety.
2. Some students might have seen a movie or read a book about this theme. Others
   again might connect this part of history to other times in history where people were
   removed (slavery in the 17 – 1800s, Jews during WWII)

p. 189, Adventures of an Indian Princess
Checkpoints

1. Arletta is a foster child in the Rapier family as her father is dead and her mother is ill.
2. The Rapiers take Arletta to a Native American trading post as the social worker has
   advised that she should maintain some contact with her native culture.
3. The place is more commercial than traditional.
4. The man is no real Cherokee. Make up has made his skin darker.
5. His outfit is a mix of different tribal outfits. Arletta describes him as a “cut-and-paste
   “Indian””.

Viewpoints

1. The Rapiers behave as they want to be good to Arletta, but they are quite ignorant
   about her as a person and about her Native American culture.
2. Their knowledge is taken from John Wayne movies and The Lone Ranger. These films
   depict Native American culture quite stereotypically. They have not taken the time to
   do a thorough study of their foster daughter’s culture.
3. Arletta is pleased with the fact that her vomit has ruined the fake outfit. For her this
   is an act of standing up for her own background and ancestry.
4. Important themes can be: Ignorance, respect, (cultural) identity

p. 192, US Immigration and Settlement
Checkpoints

1. America had large areas of unsettled land, the place was rich in resources and
   immigrants were given the chance to start a new life.
2. The first slaves arrived in 1619.
3. Many Asians, especially Chinese, joined the Europeans when gold was found.
4. The Homestead Act offered all citizens, and those who wished to become citizens, 160 acres of free land.
5. People who left Eastern-European communism and Mexicans. Later also Cubans and Vietnamese and today mainly immigrants from third world countries.

p. 198, Peder Victorious

Checkpoints

1. The first room is a room lived in English. This is Peder’s own room; where he feels free. The second room is lived in Norwegian. It is a room that includes his family.
2. The first room is where Peder feels free and this is the room for his dreams and plans for the future. The second room is too ordinary and he wants to make some changes.
3. Anna Marie is so old that she should start thinking about getting married. She also likes playing the piano. Peder things she worries too little about the future.
4. Store-Hans is always waiting on their mum, according to Peder. He loses out on a lot of fun. Ole is too lazy. Peder does not think his brothers are determined enough about their future. He also thinks they care too little about politics.
5. The fact that Peder’s mother refuses to learn English spoils their relationship.

Do some maths

Number of Norwegian descendants in US states:

North Dakota 193 302
Minnesota 851 070
South Dakota 115 491
Montana 95 633
Wisconsin 455 912
Iowa 166 800

p. 200, No Speak English

Checkpoint

Some students might suggest that she stays inside her house because she is afraid of the new world outside, or that she can not speak English or that she has no one to visit.

Viewpoints

1. When her son speaks English he becomes part of the new world that she does not belong to. In a way she loses her son to an unknown world where he becomes American. Her dream is to go back to Mexico – to go home. Her son speaking English indicates that America is home.
2. 
3. Moving abroad one will probably miss things that are hard to find in the new country like certain Norwegian foods. Most of all one will miss people that are dear to us –
friends and family along with the feeling of being “home” meaning understanding all the details in a society.

4. Answers will differ here - my suitcase would probably contain pictures, my ipod, symbolic items – like a dried rose from my beautiful garden.

5. Answers here might resemble the previous answer.

**p. 205, Fish Cheeks**

This is a text about growing up between cultures, but it is also a text about being in love and about generational gaps. You can discuss with your students which one of these themes that are most prominent in the text.

**Checkpoints**

1. Amy Tan is fourteen years old and she is of Chinese descendant but lives in the USA. She is also in love with Robert.

2. The story takes place in Amy’s family’s home. The house is crowded and noisy.

3. She cries because she worries about what Robert will think about their Christmas traditions. She feels embarrassed about their Chinese traditions and food.

4. They serve rock cod and the fish cheek is Amy’s favorite.

5. Amy is ashamed of her relatives because they are noisy and do not have any manners.

6. Amy finds this embarrassing because it is a part of the fish Americans usually do not eat, and she does not want to be different. Amy is in love with Robert and everything which makes her different is embarrassing.

7. Robert is embarrassed too. His face is read and he looks away.

**p. 215, Coming of Age in Mississippi**

**Checkpoints**

1. Spring of 1963 in Jackson. Some students might also mention that this is taking place at lunch place.

2. The narrator Anne Moody is the main character

3. This is a first person narrator – and the narrator is Anne

4. Answers will vary a bit here. Most students will probably include that a group of students (Pearlena, Memphis and Anne) wanted to be served lunch at the lunch counter but was told they would be served in the back counter which was reserved for Negroes. Newsmen and reporters entered and wanted to know why they did sit-in and who they represented. The three students’ respond was that they only wanted service. Later a group of white high school students arrived plus other people coming to eat lunch. When they saw Pearlena, Memphis and Anne at the counter they started violent harassment of the three. They were slapped, hit and kicked as well as smeared with ketchup, mustard and sugar. Memphis was arrested, but new people joined the sit-in: Joan, Lois Chaffee, a white Tougaloo faculty member, John Salter, George Raymond, and a Negro high school boy. The group took the beating for three hours, then the manager closed the place. Finally the president of the Tougaloo college arrived and brought the group into the street where policemen waited. The
policemen formed a ring around the group – but the mob was still allowed to throw things at them. Reverend King came and picked up the group and brought them into safety.

p. 221, Desiree’s Baby

Checkpoints

1. Desiree is described as “beautiful and gentle, affectionate and sincere”.
2. Desiree was found at the doorsteps of Valmonde and they never found out her origin – there are some possible theories referred to in this text (e.g. “left behind by a party of Texans”).
3. Armand is described as a person who softens when his baby is born. Desiree says he has not punished his slaves since the birth of this son indicating that he tends to punish them. Later when it is obvious that their baby is not all white, Armand blames Desiree for this saying she is not white. Furthermore when Desiree is desperate and sad because Armand turns away from her because of the baby’s color – he lets her walk away. There is no indication of softness or love in his reactions towards Desiree or his son when it is clear the baby is not all white. The letter from Desiree’s mother contrasts Armand’s behavior – generous and full of love.
4. Armand fell in love with Desiree when he saw her standing in the gateway of Valmonde. The text says that they had known each other since he was eight.

p. 224, I have a Dream

Checkpoints

1. The speech was held at a big political rally in 1963, the so-called “March on Washington”. Some students may have heard of this event; the picture on p. 222 shows Dr. King delivering his speech at the Lincoln Memorial. This was was one of the largest political rallies for human rights in United States history, gathering some 250 000 people. In the speech Martin Luther King is adressing his “friends” , which must be understood as all the civil rights activists participating in the rally. The speech soon became very popular, and in a wider sense the “friends” are all liberal and freedom-loving people in the world.
2. His dream is that all people should be treated equally, and that all people should have the same civil rights.

Page 223:

The phrase "all men are created equal" was first used by Thomas Jefferson in The Declaration of Independence.

p. 226–230, Barack Obama’s Victory Speach

Checkpoints p. 226
• The dream Barack Obama is talking about here is of course the American Dream – the very notion that everyone can go from rags to riches, and if you only work hard enough, you will succeed.
• The impression of America from the third paragraph can be that even though the United States consists of very versatile landscape, ethnicity and persuasions, it is still a united nation.

Checkpoint p. 228

• Some American core values hinted at in the paragraphs above the checkpoint could be: Life, liberty and the pursuit of happiness, common good, justice, equality, diversity, truth and perhaps also patriotism.

Checkpoint p. 229

• In chronological order as mentioned in Obama’s speech: The Great Depression, Pearl Harbor, WWII, the Civil Rights Movement, the moon landing and the fall of the Berlin Wall.

Checkpoints p. 230

1. Barack Obama is speaking in Chicago to tens of thousands of his supporters on November 4, the night he won the US presidential election.
2. His visions embrace several issues, but he particularly addresses the following topics: reduce unemployment, make sure kids in America have every opportunity available to them, restore prosperity, fight for peace, to reclaim the American Dream, embrace America’s unity and last, but certainly not least, to never stop hoping for a better future.
3. “Yes, we can” was Obama’s mantra all through the election campaign. It symbolises that change can come to America, but it needs to be actively sought and fought for in order to be achieved. In the speech, Obama uses it in a very clever fashion like the outstanding orator he is. He uses the mantra 7-8 times, always at the end of a point or a paragraph. This repetitive use is often used to great effect by speakers (compare to Martin Luther King Jr.’s “Let freedom ring…” in his monumental speech I have a Dream).

p. 233, US Politics

Checkpoints

1. Because they have divided the power between three branches: the President and his Cabinet, Congress and the Supreme Court. All three branches have the power to check on each other.
2. In the US the President is elected directly which means there is a separate election for the electing of the President. He or she may therefore not represent the largest
party in Congress. In Great Britain, on the other hand, the leader of the largest party or the largest coalition of parties is asked by the queen to form a government.

3. The House of Representatives and the Senate.

4. The Congressmen/-women represent the different states. Each state is represented according to its number of inhabitants.

5. The Executive (the President and his Cabinet), the Legislative (Congress) and the Judicial (Courts)

p. 243, Test yourself: The English-speaking world

1. Why is English the most used language in the world?
   c. The British Empire covered a ¼ of the world and American cultural imperialism continues to export the English language.

2. When did England start to colonise different parts of the world?
   b. In the 1100s
   Ireland was the first colony. This occurred during the Norman Rule under Henry II. The first (successful) British colony on another continent was Jamestown Virginia in 1607.

3. In how many countries does English have official or special status?
   c. at least 75
   This has proved to be quite a difficult question to answer exactly. Some countries such as the US still have not declared English the official language, although some states have. We have found various answers in various places. This answer is based on research by the British Council. You may find additional information here at Tripod.

4. What is a commonwealth country?
   c. A country that is a member of the Commonwealth of Nations.

5. How many countries are members of the Commonwealth?
   b. 53
   It is a loose association of nations. They have no political power over each other, but do work together for the common good. The only sanction these countries have over each other is to suspend (throw out) a country from the Commonwealth. This was done with Zimbabwe in 2002.

6. What is the present-day name of Rhodesia?
   c. Zimbabwe (Rhodesia was named after Cecil Rhodes)

7. How many present-day countries in Africa were British colonies?
   c. 21
   Commonwealth

8. How many present-day countries in Asia and the Middle East are former British colonies?
   a. 20
   Commonwealth
9. Who first colonised South Africa?
a. The Dutch

10. Which English-speaking country is also a whole continent?
b. Australia

11. How many sheep are there in New Zealand?
b. 10 sheep per person (40 million sheep, 4 million people)
(The fact 60 million sheep and 3 million people no longer applies as the population of people has increase to just over 4 million and the sheep population has decreased. New Zealand - Myth Busters)

12. Which of these countries does not have English as an official language?
c. Ivory Coast
(Côte d’Ivoire has French as official language. Trinidad and Tobago is one country and has English as official language and Spanish is a special status language. At the time this textbook was written, the US still had not declared English the official language. Some states have done it, while others like New Mexico have two official languages: English and Spanish. This might be an interesting topic to pursue with your class.)

13. How many people in the world speak English at some level of competency?
a. one in four

p. 254-255, I Lost My Talk

Checkpoints

1. In school she was taught in English about English-speaking culture and they made her speak and write the language herself as well. Her cultural heritage was ignored.
2. She lives between two cultures but the one she is brought up with is inferior. To be heard and have influence you need to speak, write and act like the colonisers.
3. She needs her language to be able to express herself fully. Her language is such an important part of her identity, that without her language she is not complete.

Viewpoints

1. Language is at the core of every culture. Identity and culture are closely linked; without language it is impossible to keep a culture alive.
2. The tone is gentle. Quietly she asks to be allowed to make use of her own language.
3. It seems like a girl who is proud about her background; she wants to show the world who she is. She is not the kind of person who protests loudly; she asks quietly.
4. You do not know a culture fully until you know its language. It is essential for a person to know his/her language to be able to understand who he/she is.
**p. 257, Post-Colonial Literature**

**Viewpoints**

1. Post-Colonial Literature is written in English by authors from former colonies.
2. Nadine Gordimer, Hanif Kureishi, Doris Lessing and JM Coetzee are some names worth mentioning.
3. They believe the term preserves a colonial mindset. This literature is a description of a modern multicultural world and does not have closer ties to a colonial past than to the fact that modern inventions and progress have given us the opportunity to move and interact across borders to a larger extent than we did before.
4. Statoil, BP, Phillips and Shell are examples of companies that are situated in other countries in order to get control of natural resources. Resources used to produce energy, such as oil and gas, are among the most valuable resources today.

**p. 258, Language Barrier**

**Viewpoints**

1. Have students listen to the poem and note the way Jamaican Patois changes the sounds in words. They should notice the vowel sounds especially. They will also notice b for v, d for th, ngle for nly, and that the ends of words are often not pronounced.
2. The message of this poem is that English, because of the different ways it is spoken in different places, can be a language barrier. We may be speaking essentially the same language, but not understanding each other.

Jamaican language is sweet you know boy
And you know I never noticed it
Until the other day one foreign friend
Came to spend some time with me.

And then he called my attention to
Some things he said sounded strange
Like the way we always say “koo yah”
When we really mean “look here”.

Then another thing that confused him
Is how we love to repeat words ourselves
Because the only time he repeats a word
Is when somebody is half deaf.
p. 266, By Any Other Name
Checkpoints in the text

Pg. 268:

- What is the headmistress like? *She has lived in India for a long time, but does not adapt to anything Indian.*
- Describe the atmosphere in the town and in their home. *It is a small town in India during the rainy season. Their home is peaceful, quiet, warm and lush, “green” and “steamy” with “fans whispering in all the rooms”.*
- What does the father do? *He works as a civil servant and often travels.*
- What does the mother mean when she says: “You can bury a dog’s tail for seven years and it still comes out curly, and you can take a Briton away from his home for a lifetime and he still remains insular”? The mother means to say that no matter how long the British live abroad, they will still see the world in their own way, and believe their way is best. The word “insular” is related to “island” and means isolated, ignorant of others.

Pg. 269:

- Why does she feel she can be two people at once? *The girl named Cynthia is not the same person she is. She feels like this is a different person who is not related to her, and for whom she is not responsible. Therefore, she is herself and Cynthia at the same time.*
- Where did the Indian children sit? Why should the dress have seemed strange and why did she want one? *The Indian children sit in the back of the classroom. She usually wears traditional Indian clothes, the dress is Western and should seem strange. She wants a dress to be able to fit in with the others.*
- Reread the passage. How do you feel when you have to present yourself to a new group of people? How do you think Santha felt? Why didn’t she say anything? *Answers here will vary. They could possibly answer that they feel insecure, unsure of themselves, self-conscious and that Santha feels the same way. Santha also felt confused about having two names, and so she ended up saying nothing. Maybe it was a kind of protest against the foreign identity that was imposed on her?*

Pg. 270:

- Describe the other little Indian girls. How do we know they will be friends? *The other Indian girl has long black hair in a braid and large dark eyes. She is wearing a Western dress. Santha’s fascination for her indicates that they might become friends. The girl also touches her arm as a sign of compassion.*
- What did Premila and Santha bring for lunch? How do they feel about it? *The girls bring Indian food and not sandwiches for lunch. They feel somewhat ashamed of this, as it makes them different from the others.*
• What does she mean by the “spirit of the thing”? *Santha is used to playing games where the youngest or smallest person is allowed to win. At school these rules do not apply - it is everyone for himself and competitive. Being individuals and competitive is the “spirit” of games.*

• In this passage there are many differences between Santha’s culture and the culture at school. Find the differences. Why do you think she mentions these particular ones? *Students need to read the text closely to answer this question. There are similarities and differences in the following: the pattern of the day (siesta in the middle of the day vs. no resting), the way they play (allowing others to win vs. individual gain), food (Indian food vs. sandwiches), clothing (Indian clothes vs. dresses) and the way they show affection (shouting for the aya when the car arrives vs. being controlled), lastly the evening at home is contrasted with the day at school.*

Pg. 271:

What do you think has happened to make Premila leave school for good? *This question is meant to make the students guess what happened - before they read the answer. Stop here and have them guess before they read the rest.*

**Checkpoints (p. 272)**

1. She was told that Indians cheat - and it was implied that British students do not. She was treated differently, discriminated against.

2. She too sees that her children are treated differently and will never be able to succeed in the British system.

3. It did not seem to bother Santha at the time, because it happened to the “other girl” - the one name Cynthia. Yet she remembers the incident and writes a story about it later - it must have made an impression on her.

**Viewpoints (p. 272)**

1. The British looked down on the Indians and their culture and language. They were condescending.

2. The Indian culture is presented through the girls’ family and in a positive way, while the British culture is presented through the teachers and the other students and not in a positive way.

3. Names indicate, and to some degree, shape identity. By changing the girls’ names, the teacher disregards their culture and indicates that it should be replaced by something better, the British culture.

4. Here you should discuss the idea of what culture is and what it means to the student’s own lives. You may include elements like customs, beliefs, values, language, fashion, and
music, discussing differences between various teenage groups, family vs. school, Norwegians vs. people from other countries etc.

5. The scene (p. 271) is set in a garden, and the author uses several words that evoke positive emotions. The evening is “lovely”, the water is “tepid”, the boy is her "favourite playmate" and even the scary stories are “fascinating” and not just terrifying. She also uses sensational descriptions to make us feel the atmosphere: Santha runs "barefoot across the lawns", and the air "smells of jasmine".

In this way the scene describes the idyllic, innocent state of her childhood, as it used to be before she experienced the conflicts and repressive system of the outer world. It is not a unique incident, but a “usual, wonderful evening”. Her garden becomes a garden of Eden.

To show students how the choice of words can change the mood of a text, have them rewrite this paragraph using different descriptive words, but keeping the action or story of the paragraph.

6. When discussing these questions with students one should talk about how much truth we include when we talk about ourselves (autobiography) and how much we embellish or exaggerate. Exaggerating a story always makes it better, but should we do that when recording events in our own lives? Will we ever be able to tell the whole truth, unbiased, or objectively? Another element in this discussion is whether or not an autobiography and a biography should be different. Is it easier to include only the objective truth when writing a biography? And where does the line go between an interpretation of the truth and fiction?

7. Here answers will vary. Elements to include in the discussion are: subjectivity, objectivity, other people involved, vulnerability, transparency, protecting oneself.

Do some maths (p. 272)

The author was 5 ½ when the story took place. She was born in 1923. The story takes place in 1928 - almost 20 years before India became independent.

p. 278, “My Country”

Checkpoints

1. In this poem the father (Nelson Mandela) has been taken away to prison. The poem takes place both after - and during - his being arrested and taken away.

2. The mother is tired and her hands are rough from washing.

3. The child in the poem picks up a picture of her father who is in prison. She turns away probably to hide her tears.

4. Verbs:
   Stand
   Is
   To hide
   Left
Fills  Is...separated  
Come  Pulls  
Wipe  Watches  
Walk  Do not understand  
Sit  Aches  
Have  Long  
Pick up  Hold  
Look  Comfort  
Turns  To tell  
Tries  Will be

Most of the verbs are in the present tense. By using the present tense the action of the poem - the longing for the father and the act of separation - happen again and again, each time the poem is read.

Viewpoints

1. Answers here will vary. Some students may argue that parents or adults should get involved in good causes regardless of the cost - to them or their children. The greater good is more important than individual needs. Others may argue that the price some children pay for their parents’ involvement is unfair. Mandela’s children grew up without a father; that is the price they paid for the cause he fought for.

2. Answers will vary. Focus on what the students think and vocabulary words such as: priorities, prioritize, importance, humanity, greater good, personal gain, use of time, etc.

3. It shows him with chains, pulling a train full of other Africans. He is the locomotive - the engine pulling them to freedom. At the same time his chains are broken - he is also a prisoner and is going to be free.

Why did the artist use a train?
The train could be a reference to the Negro Spiritual - “The Gospel Train” (Here are some of the lyrics:)

The gospel train is coming,
I hear it just at hand,
I hear the car wheels moving,
And rumbling thro' the land.
Get on board, children,
Get on board, children,
Get on board, children,
For there's room for many a more.

The train also symbolizes forward movement and progress - something that is sorely needed for change to happen.

Can you read the text? What does it say and what do you think the artist means?
27 ANS, LES CHAINES QUI RETENAIEND LE PLUS VIEUX PRISONNIER ET LE PLUS CELEBRE DU MONDE, NELSON MANDELA SONT BRISEES ET C'EST LA FETE. MAIS POUR COMBIENS DE TEMPS?

27 years, the chains that held the oldest prisoner and the most famous (prisoner) of the world Nelson Mandela, are broken. And we celebrate. But for how long?

The students’ interpretation will vary, but should include some ideas whether or not the situation in South Africa will continue to improve or not.

p. 280, Once Upon a Time

Checkpoints in the text

page 280:

*Identify the fairy-tale elements.*

Special beginning/ending: Title - Once upon a time, ...living happily ever after
Characters: wise old witch, trusted housemaid, prince, dragon (Dragon’s teeth) sleeping beauty, weeping gardener
Repetition: Security is improved on the house 3 times: Sign/Alarm - Higher Walls - Razor Coils

page 281:

*Where do you think this story takes place (setting)?* South Africa – maybe Johannesburg?
*What kind of riots could the narrator be referring to?* She could be referring to the uprising in Soweto in 1976 or other demonstrations demanding the end of Apartheid.
*Should the wife in the story be frightened?* Probably.

page 282:

*How and why did the family improve security?*

1) There were burglaries - they installed an alarm. (p. 281)
2) Unemployment rose - people who were unemployed started coming to the neighborhood. They built the wall higher. (p. 282)
3) Everyone in the neighborhood had high walls and on top of the walls they had glass or barbed wire. The family also needed to do the same. They installed razor-blade coils on top of the wall. (pg. 283)

*What effect did these improvements have in the neighborhood? Did they deter crime?* Crime was not deterred; it increased. People got used to the alarms and high walls, so they needed more protection. When the coils were installed, the only ones hurt were the people they were meant to protect.

*Describe the different attitudes toward the unemployed and beggars.*
The wife was sympathetic to their needs. The housewife was afraid and skeptical. The husband had the same attitude as the housewife.

Checkpoints page 283

1. It is not totally clear if they boy is killed or if he is just mangled in the razor sharp coils. In any case he pretends to be the Prince who is going to save Sleeping Beauty and crawls into the coils to get the cat (Sleeping Beauty) out. He is caught and destroyed by the very thing that was supposed to protect him.

2. The Witch, the Prince, Sleeping Beauty, Dragon, good Parents.

3. Special beginning/ending: Title - Once upon a time, ... living happily ever after
   Characters: wise old witch, trusted housemaid, prince, dragon (Dragon’s teeth) sleeping beauty, weeping gardener
   Repetition: Security is improved on the house 3 times: Sign/Alarm - Higher Walls - Razor Coils

4. The title in this fairy tale is usually the first sentence in the story. Other fairy-tales end well and they all live happily ever after. In this story they lived happily ever after, until the end when all their precautions take their happy life away. This story is not a fairy tale, but what people really do to protect themselves from others.

Viewpoints page 283

Viewpoints are for discussion - answers will always vary.

1. Answers here will vary. The students should see that all the things the family does to protect themselves from possible danger, actually cause the damage. Perhaps the moral is not to be too careful or overprotective?

2. These are both references /allusions to names that would be used in a fairy-tale and are descriptive (such as Sleeping Beauty, the Wicked Stepmother etc.)

3. High walls and barbed wire surrounded the concentration camps during WWII. They prevented people from getting out - and did not necessarily hinder people from getting in.

4. Here you should mention crime rates, changes in society, attitudes etc.

5. This is certainly true in parts of the US where gated communities are very common, at least in affluent areas. But these are also common in the third world - again in more affluent areas. Compounds have high walls, barbed wire and/or glass on top of the walls and there is a guard. It would also be good to contrast Norwegian lack of security with these examples.

6. In both of the stories the walls are built to protect the inhabitants from the outside world and to keep them happy. In both stories the walls destroy the lives of the inhabitant.
In “The Selfish Giant” the Giant builds the wall to keep everyone out - but the garden he wants to protect dies. It only comes back to life when he tears down the wall and lets the children in again. In Gordimer’s short story, the walls are meant to protect the lives of the family, and especially the child. He is severely hurt (or killed) by what should have kept him safe.

Oscar Wilde’s story is a real fairy-tale where everything goes well in the end and the Giant lives forever, even though he also dies. Nadine Gordimer’s story is not a fairy-tale. It does not go well, and the little boy does not get the chance to live again. In both stories, separation from the outside world and being overprotective to the point of being selfish, seems to be the problem.

p. 294, Food for thought
Checkpoints

1. Orthorexia is a fixation on healthy eating.
2. It could lead to bulimia, because one might want to get rid of unhealthy food when having eaten it. Because of the rigid nature of the disease it can eventually also lead to anorexia.
3. Medical experts blame celebrities and the media. Teenagers copy celebrities’ strict diets. The best sellers *Skinny Bitch* and *Skinny Bitch in the Kitch* are also blamed for being responsible.
4. For teenagers it is unhealthy eliminating entire food groups.
5. It is no longer healthy when it is all you can think of or when it prevents you from living a normal life. It has gone too far when you stop socializing, dating, doing exercises or if you are no longer able to concentrate in school.

p. 295, Proof positive
Checkpoints

1. “Bust a move” advises young people to play sports. It builds confidence and teaches you about healthy choices. “The write stuff” says that journaling is good for you. Putting your emotions on paper boosts immunity and decreases anxiety. “Different drummer” encourages teenagers to follow their dreams. To do what you are passionate about is good for your self-esteem. “Helping hand” explains how helping others is good for you. It makes you more happy and satisfied as well as being good for you self-esteem and your health.
2. All advice given in this column helps increasing self-esteem and improves health.

p. 302, No Witchcraft for Sale
Checkpoints

1. Gideon called Teddy “Little Yellow Head” after he had picked up Teddy’s golden locks of hair. And after that it became the child’s native name.
2. Teddy came home one day, crying his heart out. A tree snake had spat into his eyes. The venomous poison will blind a person if one is not treated quickly.

3. Examples where the whites depend on their black servants are when they relied on Gideon to find medicine for the snake venom, and also when the white people understood that Gideon had found medicine against venomous snakes, they wanted him to tell them where he got it, and what type of root it was.

4. Gideon may have refused to share his expertise with the whites because they would misuse the information. He may also be sceptical because of the white people’s actions on the African continent, and he may feel that giving up that information would be a betrayal of his own people.

**p. 304, Organ Trade**

**Checkpoints**

1. There is a lack of organs for transplants, so some people die while waiting for surgery.
2. Desperate poor people sell organs to improve their own and their family’s life, illegal immigrants sell organs as payment for illegal passports, and in some countries children and poor people are kidnapped and killed by criminals who then sell their organs.
3. They receive poor hospital treatment and many of them go back to work too early. This makes them less able or unable to work, and they end up worse off than they used to be.

**s. 309, Australia: The Birth of a Nation**

**Checkpoints**

1. The number of criminals grew at the time of the Industrial Revolution. About 10% of the population of London made its living from criminal activity.
2. After the Treaty of Paris was signed in 1783 and the US had become an independent nation, the USA refused to take more criminals.
3. The first fleet of convicts arrived in 1788.
4. The colony gave people the opportunity to start a new life. After having served their sentences many of the convicts were allowed to settle as free men. There were large areas of free land which the settlers learnt to cultivate; and eventually life became quite comfortable for many of them.
5. When gold was found it was no longer considered a punishment to be deported to the Australian colonies.
6. Through advertisements in newspapers women were encouraged to emigrate. They were offered cheap fares and there was a lack of housekeepers, teachers and wifes in the new colonies.
7. The Commonwealth of Australia was established in 1901.
p. 315, The Drover’s Wife

Checkpoints in the text

- The mother has to stay awake because a snake has disappeared under the house.
- There is a thunderstorm and the wind rushes through the cracks in the slab wall.
- The drover’s brother comes over about once a month with provisions. The family also has a couple of cows, a horse and a few sheep.
- She cries when she thinks about how she was fooled by an aborigine. He sold her some wood, but she realized that he had made the wood heap hollow.

Checkpoints p. 315

1. They live in a two-roomed house of round timber. In addition to this they have a bark kitchen; the kitchen has no floor. The house is in the middle of the bush, and there are no people for miles. There is hardly any vegetation in the area and the creek is almost dry.
2. The family consists of the father who is a drover, the mother and four children; two boys and two girls. The oldest one is eleven; the youngest one is a little baby. The father is away with the sheep; he has been away for six months.
3. The mother is an Australian girl. She is tough; she takes care of her family in her husband’s absence. She has even given birth to one of her children while being alone in the bush; and another child died when she was alone. She dreams about a more comfortable life in the city; and she reads the Young Ladies’ Journal which gives her some excitement in her dreary bush life. On Sundays she and the children dress up and go for a walk along the bush-track. They do not meet anybody. She loves her children, but she seems quite harsh to them, as she has no time to show her love.
4. She has fought a bush fire, a flood, the pleura-pneumonia, a mad bullock, crows, eagles and bushmen.

p. 317, Stolen Generation

Checkpoints

1. The Aborigines came from the Asian mainland and the islands north of the Australian continent.
2. The Europeans brought unknown diseases like smallpox which killed thousands of Aborigines. In addition the Europeans drove them away from the most fertile land.
3. More than 100 000 children were taken away from their parents between the 1860s and the 1970s.

p. 321, Rabbit-proof Fence

Checkpoints
1. Mr Neville is worried about the increasing numbers of half-caste children. He wants to eliminate the Aborigines by moving them to a white environment. He wants half castes to marry whites, so that the black blood eventually disappears.

2. There is no play time for the children who live at Moore River. They are trained to be domestic servants and farm labourers and are given religious education. They are not allowed to speak aboriginal language at the orphanage.

3. The three “virtues” at Moore River are duty, service and responsibility.

**p. 323, No More Boomerang**
This poem describes the contrasts between the Aboriginal culture and the white culture. And it shows what happens when the western culture eliminates the Aboriginal.

**Checkpoints**

1. Boomerang, spear, cooroboree, gay dance and din, sharing, naked but no shame, gunya, stone axe, firesticks, bunyip, hunting wallabies, message-stick, woomera, waddy
2. Colour bar and beer, movies, money, bus, clothes, bungalow, steel, electricity, abstract pictures, television, atom-bomb

**p. 324, Municipal Gum**

**Checkpoints**

1. Yes, they rhyme some of the time.
2. Rhyme scheme: aabccdbeefddgd
3. Forest: cool, leafy, forest halls (sacred places), full of birds (life)
   City: hard, asphalt, broken, infertile (castrated), abused, suffering, hopeless, painful.
4. All plants and creatures are related and dependent on one another. The gum tree is “related” to the author, as it is also a creature on earth.
5. Creatures of nature belong there – they shouldn’t be abused and made to suffer in the city. This also applies to people (O fellow citizen /What have they done to us?)

**Viewpoints**

1. The gum tree is a typical Australian tree, and it is also used to make didgeridoos, the traditional Aborigine wind instrument. It is natural to see it as a symbol of the lost culture of the Aborigines. In general, it can be seen as a symbol of all living things and people, of freedom and ecological values – maybe something that we have lost.

2. It doesn’t say anything directly about the traditional way of life. But by making the contrast between nature and city, we understand that living in harmony with nature is better for us. City life or civilization keeps us “imprisoned”, nature makes free.

**p. 325, Rainforest**
1. The site for the nuclear is Ile de la Cité in the middle of Paris.
2. The Europeans protest these actions as they believe they put their countries at risk. They want respect for European cultures and the environment. They also ask why New Zealand does not detonate its bombs in Auckland, as the tests are safe.
3. The NZ Prime Minister claims there is no evidence that nuclear emissions above ground has increased radiation counts to unacceptable levels. The NZ Prime Minister takes a swim in the Seine to prove that she does not worry. She also says the French does not realize how these tests will add to our scientific knowledge and understanding. She claims the French who used to be "oui oui"s have become "no no"s and that they want to kick the New Zealanders out. She ridicules the European culture and she states that the tests are safe.