

3. Let's Talk Australia

Australia is the dream continent for many youngsters. "Down Under" some things are quite different from Europe, and one is the weather at Christmas. The backpacker Mike sends you emails and describes his adventures while travelling round in Australia... In "Dreamtime", the theme is Australian history and also

the traditions and culture of the Aborigines. Ned Kelly is a legendary name and you'll learn how he lived. Was he a hero or a villain? Children from two totally different cultures meet in "Walkabout". The text is from 1959 and there is also a commentary sheet for you and your students to study. Don't forget Waltzing Matilda! 100% Australia!

Mål för undervisningen:

Detta förslag till målmatris kan du använda med dina elever innan du börjar arbeta med kapitlet. Det är enkelt för dina elever att förstå vad de ska lära sig och kontrollera att de faktiskt gör det. Här hittar du konkreta kunskapsmål som du och eleverna kan bocka av. Målsidan är dessutom ett perfekt underlag till såväl utvecklingssamtal som betygsättning

MÅL 1

- Jag kan förstå och läsa en längre text i olika genrer.
- Jag kan återberätta, diskutera och kommentera innehållet i enkel text om Australien samt enkelt jämföra med egna erfarenheter och kunskaper.
- Jag kan i muntlig och skriftlig interaktion uttrycka mig enkelt, begripligt och sammanhängande om för- och nackdelar med Australien.
- Jag kan läsa och förstå en faktatext om Australien.
- Jag kan i muntlig och skriftlig interaktion uttrycka mig enkelt och begripligt med ord, fraser och meningar om Australien i olika sammanhang.

MÅL 2

- Jag kan förstå och uppfatta tydliga detaljer i en längre text i olika genrer.
- Jag kan återberätta, diskutera och kommentera innehållet i några texter om Australien samt göra översiktliga jämförelser med egna erfarenheter och kunskaper.
- Jag kan i muntlig och skriftlig interaktion uttrycka mig enkelt, begripligt och sammanhängande om för- och nackdelarna med Australien.
- Jag kan läsa och förstå två eller fler faktatexter om Australien.
- Jag kan i muntlig och skriftlig interaktion uttrycka mig enkelt och relativt tydligt med ord, fraser och meningar om Australien i olika sammanhang.

MÅL 3

- Jag kan förstå helhet och uppfatta väsentliga detaljer i en text/ett antal texter i olika genrer.
- Jag kan återberätta, diskutera och kommentera innehållet i några texter om Australien samt göra översiktliga och nyanserade jämförelser med egna erfarenheter och kunskaper.
- Jag kan i muntlig och skriftlig interaktion uttrycka mig enkelt, tydligt och sammanhängande om för- och nackdelarna med flera texter om Australien.
- Jag kan läsa och förstå flera faktatexter om Australien.
- Jag kan i muntlig och skriftlig interaktion uttrycka mig översiktligt, nyanserat och tydligt med ord, fraser och meningar om Australien i olika sammanhang.

Bedömning:

Get started

Ask your students to write down what they think of when they hear the word 'Australia'.

Then compare in groups, and finally in class. Make a list on the board. What were the most common things they thought of?

Let your students save their lists and see how many of their suggestions were mentioned in the chapter.

Useful Knowledge

Read and learn, or find facts on the Internet!

Let's Talk Australia (pp 32-33)

P 32

L 4: Down under. Australia is on the other side of the globe, so if we Europeans are on top, Australia is at the bottom, i.e. "down under"!

L 24: Time difference. 8 hours from Europe; 9 hours from Britain

P 33

L 4: Barbie. In Australian English, the short, colloquial forms of words often end in -ie or -y: chocky (chocolate), bicky (biscuit), footy/ie (football), pressy/ie (present)

Adventures of a Backpacker (pp 34-35)

P 34

L 3: Cairns

L 4: Sydney. the largest city in Australia (4.7 million). Best known for its Opera House (see p 34 in the Textbook).

L 9: Adelaide

L 15: Alice Springs

L 17: Uluru

L 22: The Olgas

P 35

L 1: Darwin

L 2: Crocodile Dundee: an Australian comedy film with Paul Hogan (1986)

L 15: Brisbane. Australia's capital, with 2.2 million inhabitants.

Of all the major Australian cities one - the second-largest - is missing. Does anyone know its name? (Melbourne)

L 16: The Great Barrier Reef

Dreamtime (pp 36-38)

P 36

Aboriginal's history

Europeans' arrival in Australia: A Dutch ship landed in Australia in 1606. The first permanent settlement was by the British First Fleet, in 1788. The British wanted to use the land mainly as a colony for convicts.

L 26: Dreamtime

P 37

L 3: Guthi-Guthi and Weowie

P 38:

L 6: Aboriginal art

Ned Kelly: Hero or Villain? (pp 39-41)

P 39

L 1: Ned Kelly

Peter Carey has written a novel about Ned Kelly, "True History of the Kelly Gang" (2001). There is an extract from the novel in Lennart Peterson, "Other Englishes" pp 84-87 (Gleerups).

P 40

L 6: An Australian dollar = 6.75 SEK (May, 2013).

L 19: Robin Hood

L 39: Melbourne Gaol

Walkabout (pp 42-45)

P 42

J.V. Marshall: a pseudonym for the British author Donald Gordon Payne, who based some of his stories on notes written by the Australian traveller James Vance Marshall (1887-1964).

Walkabout (1969)

In the novel, the Aborigine (who is never given a name) is out on a 'walkabout', a ritual that will initiate him as an adult. He helps the white children to find water and food and leads them back to civilization. There is some sexual tension between him and the girl (played by Jenny Agutter), but she rejects his ritualistic advances. In frustration, he hangs himself.

P 43

L 3: wallaby

An Australian Quiz

Work in teams of 3-4. Find out what you know about Australia before you study the chapter. Every correct answer gives you 1 point.

1. Which of these cities is in Australia?

- a) Toronto
- b) Melbourne
- c) Johannesburg

2. The summer months in Australia are

- a) June, July, August
- b) September, October, November
- c) December, January, February

3. It is said that there are more _____ than people in Australia.

- a) horses
- b) sheep
- c) cows

4. The Australian capital is

- a) Canberra
- b) Sydney
- c) Melbourne

5. Which animal is Australian?

- a) the lion
- b) the giraffe
- c) the koala

6. Ned Kelly was a famous

- a) gold-digger
- b) explorer
- c) criminal

7. The Aborigines use a weapon called

- a) boomerang
- b) bow
- c) club

8. The first explorer to come to Australia was

- a) David Livingstone
- b) James Cook
- c) Marco Polo

9. If you go swimming in some parts of Australia you must look out for

- a) sharks
- b) whales
- c) dolphins

10. The Great Barrier Reef is a good place to see

- a) kangaroos
- b) corals
- c) surfers

11. The biggest Australian city is

- a) Sydney
- b) Adelaide
- c) Brisbane

12. The population of Australia is about

- a) 20 million
- b) 40 million
- c) 60 million

13. Some of the first immigrants to Australia were

- a) British criminals
- b) Asians
- c) from eastern Europe

14. Two very popular sports in Australia are

- a) basketball and football
- b) ice-hockey and tennis
- c) cricket and rugby

15. The Aborigines make up _____ per cent of the population in Australia.

- a) two
- b) twelve
- c) twenty-two

16. The inland part of Australia is often called

- a) the Backpack
- b) the Outback
- c) the Frontline

17. "The school of the Air" means that children

- a) take flying lessons
- b) are sent to larger towns for lessons
- c) learn with the help of the radio

18. The 'didgeridoo' is

- a) a musical instrument
- b) an animal
- c) a name for an Aborigine

Walkabout

42-45

– A background to the text and a basis for discussion

"Walkabout", the novel from which our extract was taken, was written in the late 1950s. It describes the meeting between two very different cultures: on the one hand the United States, represented by Mary and Peter, on the other native Australia ("the black boy"). It should be pointed out to the students that racism was still widespread in the Southern states of the USA (where Mary and Peter come from) and that there existed, in effect, an apartheid system. The discrimination of the Afro-American population, which had begun with slavery, had not yet stopped. But suspicion and oppression of other ethnic groups than your own was common in other parts of the world as well. Travel abroad was limited and the lack of knowledge about other cultures widespread.

In our extract, the meeting between white USA and the Australian Aboriginal world shows that all three characters are totally ignorant about other cultures than their own.

The surprise that is described is genuine: "Motionless they stared, and stared, and stared" (p. 43). Other details, as for example when the Australian boy examines Peter or when Peter tells him that he should wear trousers, also show how little people knew at the time. The author used the white children as representatives of colonial power. Their behaviour copies, in microcosm, the view of the

white rulers of the countries they "owned", and of their inhabitants.

Today the extract might feel racist, perhaps both ways. Peter calls the boy "darkie"; Mary thinks being touched by the black boy is "terrifying; revolting; obscene". The Aborigine, after an inquisitive examination of their clothes and bodies, sees the American children as "strange creatures". The description reflects the spirit of the age before the beginning of the strong protests in the USA in the 1960s, which eventually led to important changes in race relations.

Lack of knowledge can be dangerous. Ignorance leads to fear, and fear in turn leads to mistrust and racism. This is true not only when we talk about different peoples. On a more personal level it also applies to our relations with neighbours, people with other customs and habits, those of a different age, of a different sexual orientation etc. The "Walkabout" extract should be a useful basis for a productive debate geared to these problems.

The class can find out more about, for instance, European colonialism; the Aboriginal population in Australia (there are links on Happy's home page); the treatment of the native American population (Indians); the struggle of the civil rights movement in the USA; Martin Luther King; Rhodesia and South Africa; Nelson Mandela.

Films, programmes and series from audiovisual centres (AV media-centraler)

Nature Inc – Främmande hot (Alien invasion, 22 min.) About unwanted species in Australia.

Kortfilmsklubben The Gidji (8 min.) Surfer Trent finds Douglas buried in the sand. He understands who did this to him.

Literature

Fiction

✦ **Blabber Mouth**, Morris Gleitzman, Macmillan (very funny, about an embarrassing parent)

* * **Bumface**, Morris Gleitzman, Penguin (boy wants his mother to stop having babies; funny)

* **Playing Beatie Bow**, Ruth Park, Penguin (20th-century girl transported to the 19th century)

Non-fiction

Oxford Factfiles: Australia & New Zealand

✦ Easy

* For skilled readers

* The main character is a boy

Films

Ned Kelly (2003, with Heath Ledger and Orlando Bloom) A film about the legendary outlaw whose story outgrew his life.

Finding Nemo (2003) A father – son underwater adventure with Nemo, a boy clownfish, stolen from his coral reef home. His father searches the ocean to find him again. Set in Sydney, Australia.

Rabbit-proof Fence (2002) A drama about three aboriginal girls who, after being taken from their homes to be trained as domestic staff, escape and set off on a trek across the Outback.

Crocodile Dundee (1986, with Paul Hogan and Linda Kozlowski) An American reporter goes to the Australian outback to meet a real crocodile poacher and later invites him to New York City.

Songs

Waltzing Matilda – Burl Ives

Down under – Men at Work

Sugarcane – Missy Higgins

Don't dream it's over – Crowded House

Let's Listen – Happy's Australian Soap Opera

Workbook p 36, Tapescript

Australia is the home of TV soap operas.

In Australian soaps many characters appear for a very short time. They are introduced into the story to be killed off two or three weeks later. Sometimes the ways they are killed off are very strange indeed.

This is an extract from Happy's own soap opera, "Way Down Under". A boy and a girl meet on their way to school.

Cast: Nigel and Charlene, two Australian teenagers.

Part 1

(Music, then fade out)

Nigel: Hey. Charlene. Wait for me. I've got some news for you.

Charlene: Sorry. Do I know you?

Nigel: We're in the same class at school. We've been in the same class for nearly five years. I've always wanted to talk to you. You probably won't have noticed me.

Charlene: That's right, I haven't.

Nigel: Charlene. Can I take you out on a date?

Charlene: A date! With you! As if! I don't go out on dates with spotty nerds who wear glasses and always tell people lots of boring stuff! Why don't you ask Brenda? She's got spots and glasses too. I bet she's never been on a date in her whole life. Besides I've already got a date today. In fact, I've got three.

Nigel: You're going on three dates in one day. Wow!

Charlene: That's right. Jason is taking me out for lunch today. Of course I won't eat anything but everyone in the café will be looking at me. Then in the afternoon I'm going to a barbecue on the beach with Drew. We might go surfing. I've bought a new bikini. Then Scott is going to take me to a restaurant for dinner by candle light this evening. The candle light will make my hair look lovely.

Nigel: Oh Charlene! I've got some very bad news for you. You're not going to like it.

Charlene: What bad news?

Nigel: Jason has died in a terrible accident.

Charlene: What happened?

Nigel: He was jogging to school this morning when he saw a small boy shouting for help.

Charlene: So?

Nigel: The small boy was in a river. Jason immediately dived into the river and rescued the boy. Jason was a real hero.

Charlene: So what happened to Jason?

Nigel: The crocodiles ate him. Charlene, did you know that crocodiles can grow up to 7 metres in length and weigh over 1,000 kilos? And they can kill pigs and cattle and horses and even people. People like poor Jason. All that was left of him was his school bag.

Charlene: Oh that's terrible. Who's going to buy me lunch now?

Part 2

(Music, fade in and then out)

Nigel: But I've some more bad news. It's about Drew.

Charlene: We're going to the beach together.

Nigel: I don't think so. Drew was cycling to school this morning, when he saw a pack of dingoes attacking a koala bear. Talking of koalas, did you know 'koala' means "no drink" in Aborigine because they get enough liquid from the eucalyptus leaves they eat? And koalas spend 80% of their time asleep, and they live in treetops. When they get down from the trees, their greatest danger is from dingoes.

Charlene: Forget about koalas! What happened to Drew?

Nigel: Dingoes are wild dogs, you know. They don't bark and they usually hunt at night. They hunt and attack and kill animals as big as sheep and kangaroos. Drew saved the koala, but he was unlucky. The dingoes must have thought he was a sheep. All that was left of him was his prefect badge.

Charlene: So no barbecue on the beach. I'll just have to wear my new bikini some other time. I've still got a date with Scott.

Nigel: No, Charlene. Something happened to Scott too.

Charlene: What happened?

Nigel: He was driving to school when he saw two wombats crossing the road. It was strange because wombats usually only go out at night to find food. The really interesting thing about wombats is that they dig themselves long tunnels to sleep in. Anyway, Scott braked to make sure he did not hit them.

Charlene: So, what happened to him?

Nigel: A giant kangaroo jumped on his car and killed him. You probably know kangaroos can jump up to eight metres. And they can be dangerous when threatened. They kick with their front paws and use the claws on their back paws. And a baby kangaroo is called a joey. Of course this kangaroo wasn't a joey. In fact it was huge. All that was left of Scott was...

Charlene: No. Don't tell me. Nigel, that means...

Nigel: That's right, Charlene. I'm the only boy left in the class.

Charlene: Say, Nigel, maybe I'd like to go on a date with you after all.

Nigel: Well Charlene, don't you remember? I'm only a spotty nerd with glasses. Anyway, I've just seen Brenda over there. I'll go and tell her the news. I may even ask her out on a date.

Charlene: Nigel! Nigel! Come back here! Nigel! Come back here! Glasses are really sexy! Nigel! I love spots! I have spots! Look! Nigel! Nigel!

(Music fading out)

Pick and Choose

1. Find the name of a...

Work in pairs. Use the text Adventures of a Backpacker (pp 34-35).

Find the name of a river in the text.

(The one who finds it first says it. Then the other person has to name another river which is not in the text etc.)

Find the name of a country.

Find the name of a city.

Find the name of a type of motorbike.

Find the name of an animal.

Find the name of a mode of transport.

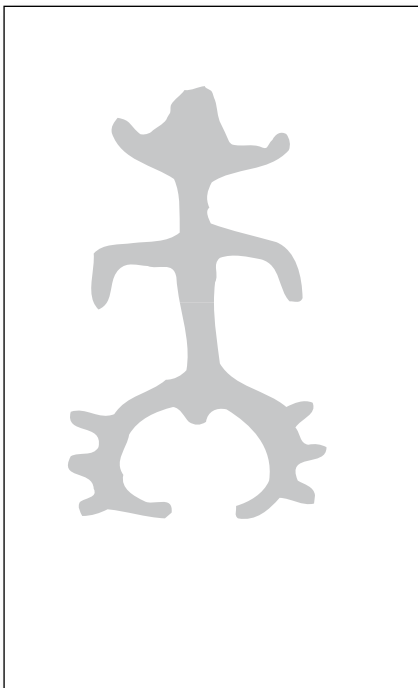
Find the name of a sporting activity.

2. XX – a hero

Find facts and write about a hero of your choice. Say who they are/were, how they became a hero/legend, public opinion about them, what they have given to the world, the influence they have had on people/you, etc.

3. Wanted – Ned Kelly

Design a reward poster for the capture of Ned Kelly.



Projects

1. Australia, the land down under

Read and find out more about the thrilling places Mike visited (textbook pp 34-35) and/or other places to visit in Australia. Take down facts and collect pictures. Present your facts, for example as a tourist brochure or a poster advertising Australia.

2. The Aborigines

Write a brief historical account of the Aborigines. Use the information you have read and look up further facts in encyclopaedias or on the Internet if you wish.

Who are they? How did they come about? Describe their way of life. What do you know about their traditions?

What is happening to their culture and why?

Present your material in the form of a television interview with one or two specialist(s) on Aborigine culture.

3. The School of the Air/The Royal Flying Doctor Service

Find information on the Internet or in the library about either the School of the Air or the Royal Flying Doctor Service. Write articles about them in pairs or in small groups. Publish the articles on the notice board so others can read them.

4. Australian animals

Go to the website <http://australian-animals.net/>

Have a look at the fantastic collection of links leading to unique animals in Australia. Read about the ones you find interesting. Use the material to make a presentation of one or more animals. Use for instance PowerPoint or Word. If possible, show your presentations at a parents' evening.

WORK, WORK, WORK...

1. Present a place in Australia

Work in pairs and choose one of these places: Ayers Rock/ Uluru, the Great Barrier Reef, Adelaide. Alice S. Read about the place you have chosen in encyclopedias and/ or the Internet. Write down some main points. Tell another pair (who have chosen another place):

2. We live in the 21st century

In what centuries were the years below?

1. 1066 _____
2. 1923 _____
3. 839 _____
4. 244 _____
5. 1675 _____
6. 1127 _____
7. 1872 _____
8. 1745 _____

3. What are the words?

You will find all the words in the text "Ned Kelly: Hero or Villain?"

1. the same as thief

v _____

2. the opposite of female

m _____

3. the same as follow

p _____

4. the same as think

b _____

5. the same as succeed

m _____

6. money you get for capturing a thief

r _____

7. the same as belt

s _____

8. calves, cows and bulls are

c _____

9. the same as vanish

d _____

10. what you should get at school

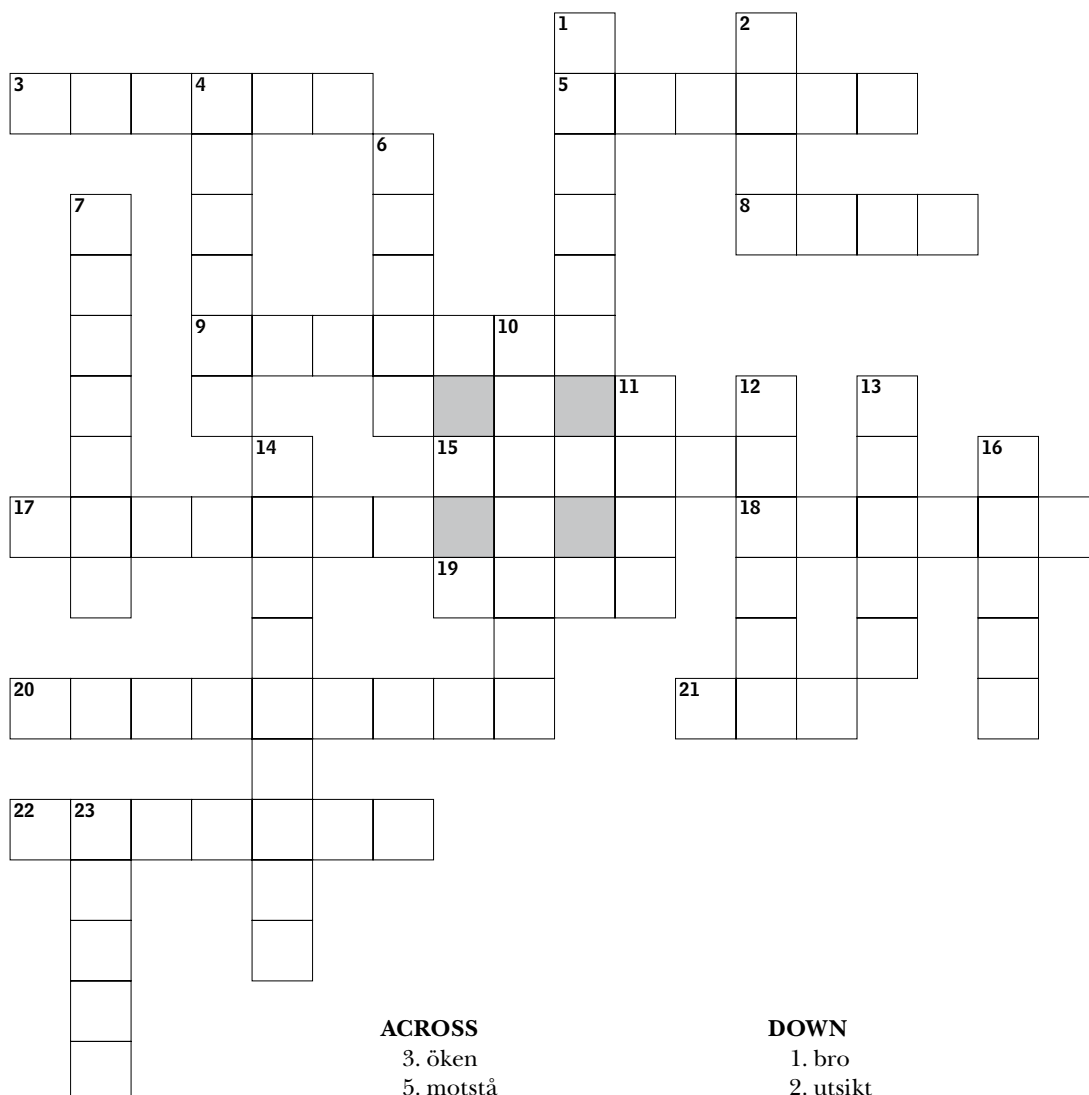
e _____

11. The opposite of true

f _____

4. Crossword

All the words are in "Adventures of a Backpacker".



ACROSS

3. öken
5. motstå
8. med
9. lova
15. kryssning, sjöfärd
17. uråldrig, väldigt gammal
18. flygning
19. kupol
20. utan pengar
21. gå ner (om solen)
22. hamn

DOWN

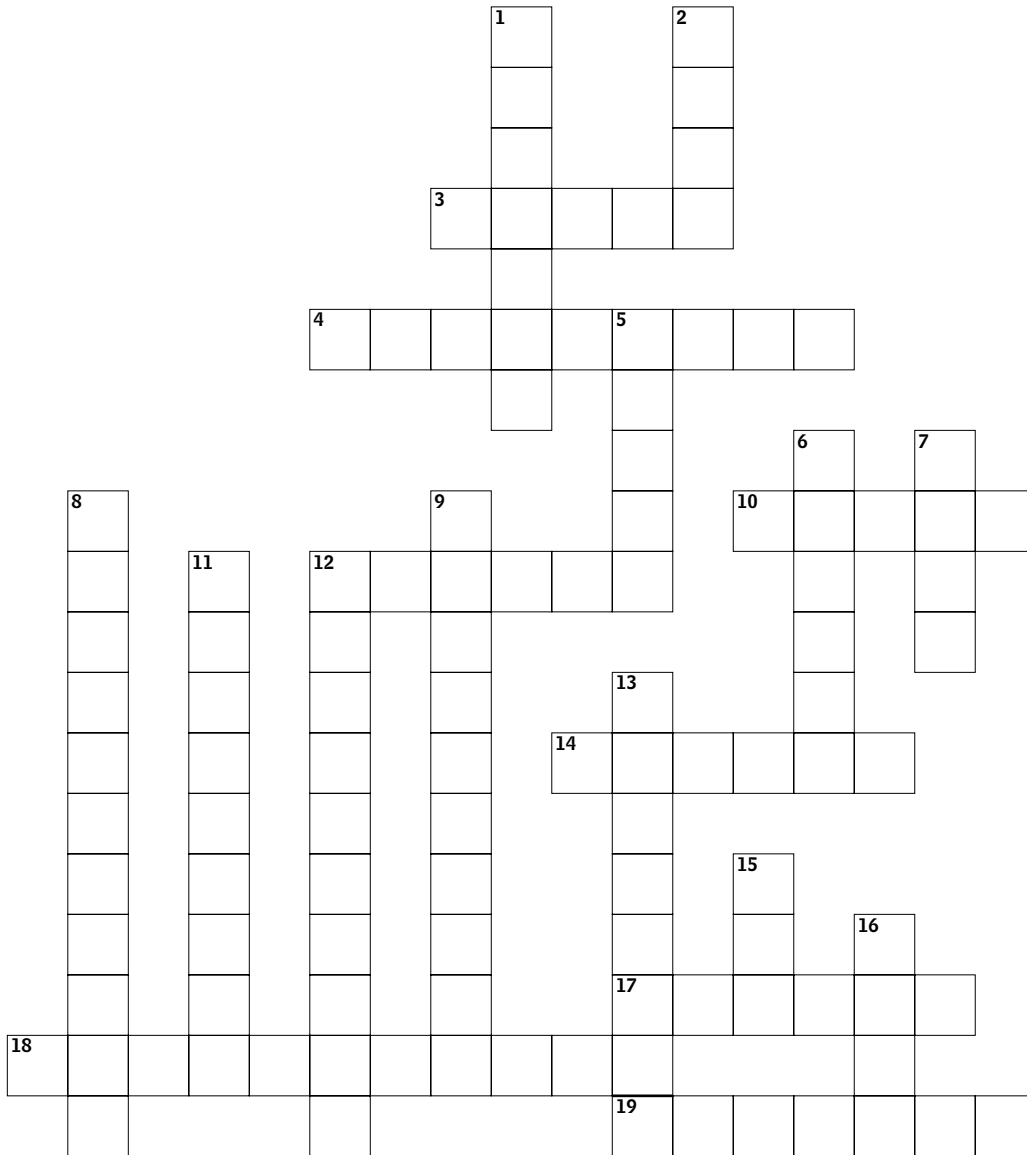
1. bro
2. utsikt
4. förutom, med undantag av
6. klättra
7. bankkonto
10. allvarlig
11. åka, rida
12. vägra
13. vit
14. territorium
16. vilken
23. komma överens

Choose six of the words. Use each of them in a sentence about the text. But there should be a mistake in each sentence.

Swap (Byt) with a partner and correct each other's mistakes.

5. Crossword

You will find all the words in the text "Walkabout".



ACROSS

3. what Mary wore
4. not certain
10. with no clothes on
12. a colour, a metal and 3rd prize
14. area between mountains
17. between your back and your thighs
18. do something without a sound
19. made of rubber

DOWN

1. without a weapon
2. big stone
5. group of people living together
6. black and white bird
7. breakfast is the first
8. close inspection
9. without a move
11. not forwards
12. where you put your button
13. a kind of kangaroo
15. small, hard-working animal
16. not hard

Australia – song

Beds are burning

Midnight Oil

Out where the _____ broke
 the bloodwood and the desert oak
 Holden wrecks and boiling diesels
 steam in _____ degrees



The time has come to say fair's fair

to _____ the rent, to pay our share

The time has come, a fact's a fact

it _____ to them, let's give it back

How can we dance when our earth is

how do we _____ while our beds are
 burning

How can we dance ...
 The time has come to say ...

_____ wheels scare the cockatoos
 from Kintore east to Yuendumu
 the western desert _____ and breathes
 in forty five _____

The time has come to say ...
 The time has come a fact's ...

How can we dance ...
 How can we dance ...

The time has come to say ...

The time has come, a fact's a fact
 it belongs to them we got to give it _____

How can we dance ...

break – bryta, slita loss
 (broke, broken)
Holden – bilmärke
wreck – vrak
boil – koka
steam – ånga
fair's fair – rätt ska vara rätt
rent – hyra
share – del
a fact's a fact – det är bara så
belong – tillhöra
earth – jord
turn – vända, vrida
four wheel – fyrhjuling
scare – skrämma
cockatoo – kakadua
 (en sorts papegoja)
breathe – andas

The name Midnight Oil comes from the expression "to burn the midnight oil", which means to work or, in your case, study very late at night.

Australia – song – exercises

1. What's the message of the song?

*"The time has come, a fact's a fact
it belongs to **them**, let's give it back"*

Find out:

What is meant by "it"?

Who are "them"?

Write down the message of the song. _____

2. Translate the phrases.

1. Tiden är inne _____

2. Det är ett faktum _____

3. Rätt ska vara rätt _____

4. Betala hyran _____

5. Betala vår del _____

3. Complete the sentences with words from the song. Use each word once only.

1. It's forty five _____.

That's a _____.

2. _____ comes from
_____ water.

3. You often _____ the
_____ once a month.

4. Can _____ live in the
_____?

5. I think it's _____ to pay my
_____.

4. Australian bands

Midnight Oil is an Australian band. Try to find other Australian rock or pop bands, or artists, on the Internet. Then choose a band or an artist and prepare a short talk about your band/artist. Tell the class about them.

5. A drawing

The two verses (Out where the river ... and Four wheels scare...) describe a part of Australia. Make a drawing of one of them. Then write on the drawing either a quote from the song or your own title. Display your drawings on the classroom wall.

Read and Answer

Some Tourist Information

Beware of sharks

Sharks are a danger in calmer water. Lifeguards blow whistles and use loudspeakers to let swimmers know if one has been sighted. During the holiday season aeroplanes fly over popular beaches and fly warning flags if there's a shark in the area. They also let radio stations know so that people can hear the 'shark report' on their radios. From the water or beach a shark can be spotted by its triangular fin sticking out of the water. Attacks on people are rare, but they do occur!

Surfing tips

Surfing is very popular in Australia. Be careful with the waves. The water that comes in as waves sinks to the bottom and makes a strong 'pull' or 'undertow' as it runs back out to sea. A strong undertow can pull you out. But in spite of the danger, surfing is a way of life for many young Australians. A real surf crazy kid is called a 'grommet' and spends all his spare time in the water. When it's cool, surfers wear wet suits. Board riders have their boards attached to their ankle by a cord. This stops the board from being swept away and getting lost, or from hitting someone else!

Beautiful coral reef

The Great Barrier Reef is over 2000 kms long – the biggest reef in the world. It is built by corals. The reef is 2 million years old in most places, but some are much older. There are 1500 different types of fish. Be careful – some fish are poisonous! A good safety rule is never to touch anything on the reef. You can go out in a glass-bottomed boat to look at the fish and other sea animals, and the colours of corals, or you can go snorkelling or scuba diving.

Dangerous rock

Uluru (Ayer's Rock) is the most famous landmark in Australia. It is 350 m high, and nine kms around. During the day, the rock changes colour several times. It is owned by the Aborigines, to whom it is a sacred site. For this reason, they prefer tourists not to climb Uluru. Still, many people do. But it can be dangerous – several people die each year climbing it, not because they fall but because of the heat which can cause heart attacks. So if you decide to climb it, go early morning when it's not too hot, and remember to take water! But better still, don't climb it – the Aborigines will thank you for it!

A. Explain the three different kinds of shark warnings in the text.

1. The lifeguards _____
2. _____
3. _____

B. Choose the correct alternative.**1. An "undertow" is**

- a) a careful wave.
- b) water running back to sea from the shore.
- c) the bottom of the sea.

2. A "grommet" is

- a) a kind of wet suit.
- b) a fish that has time to spare.
- c) a boy or a girl that just loves surfing.

3. Why do board riders use cords? Give two reasons.

C. What do the numbers stand for?

1. 2000 _____
2. 2 000 000 _____

3. 1500 _____

4. What three ways of watching animals and corals are mentioned in the text?

1. _____
2. _____
3. _____

D. Finish the sentences with information from the text.

1. Another name for Uluru _____

2. It is the most _____

3. The Aborigines do not want _____

4. Climbers die not because they fall down _____

5. If you decide not to climb _____

Test Australia

Let's Talk Australia

Name: _____ Result: _____ / 30p

1. Pair off. (8)

- A. suppose _____ skillnad
B. spoil _____ anta
C. marvellous _____ åtminstone
D. at least _____ grad
E. difference _____ kalkon
F. turkey _____ paj
G. pie _____ förstöra
H. degree _____ underbar

2. Write suitable questions to fit the answers. (4)

1. _____ ?
I'm fine.
2. _____ ?
It's been hot all day.
3. _____ ?
I've been lying in the sun a lot.
4. _____ ?
The traditional roast turkey

3. Translate into Swedish. (10)

1. The annual phone call from Down Under.

2. It's been raining cats and dogs all day.

3. I've been revising in the library.

4. It is special with the candles and the crackers.

5. We just had the traditional barbie on the beach.

4. Pair off. (8)

- A. As usual _____ Jag har hosta och är förkyld.
B. I've got a cough and a cold. _____ Vet du vad?
C. Now you're talking. _____ Inget särskilt.
D. Do you know what? _____ Som vanligt.
E. What about you? _____ Livet är inte rättvist.
F. Life isn't fair. _____ Så ska det låta, ja.
G. Nothing really. _____ Vad har du haft för dig?
H. What have you been up to? _____ Du då?

Test Australia

A. Adventures of a Backpacker

Name: _____ Result: _____ / 30p

1. Pair off. (10)

- | | |
|--------------|--------------------------|
| A. set | _____ flygning |
| B. flight | _____ bankkonto |
| C. climb | _____ utsikt |
| D. view | _____ gå ner |
| E. ancient | _____ kryssning |
| F. cruise | _____ förutom |
| G. promise | _____ väldigt gammal |
| H. account | _____ klättra, klättring |
| I. except | _____ utan pengar |
| J. penniless | _____ lova |

2. Write a suitable word to complete the sentence. (8)

- I could really refuse to go, _____ I?
- But _____ is a small problem.
- My money is _____ out.
- Karen has promised to _____ me surfing.
- I don't think I can eat a _____ of camel.
- I'll find a part-time _____ when I get back.
- I'll pay you back in next to no _____ .
- _____, I might have some important news!

3. Translate into Swedish. (12)

- We saw the famous bridge and the harbour.

- We headed north to Ayers Rock.

- Unfortunately Tim had an accident but it was nothing serious.

- We're really enjoying ourselves.

- You wouldn't want me to be alone (except for Karen) and penniless.

- We agreed to meet up with them later.

Test Australia

B. Dreamtime

Name: _____ Result: _____ / 30p

1. Pair off. (10)

- | | | |
|----------------|-------|-------------|
| A. settler | _____ | beskrivning |
| B. plant | _____ | rasande |
| C. description | _____ | försvinna |
| D. strength | _____ | nybyggare |
| E. furious | _____ | målning |
| F. split open | _____ | styrka |
| G. carving | _____ | spränga |
| H. painting | _____ | liknande |
| I. disappear | _____ | växt |
| J. similar | _____ | snideri |

2. Translate into English. (10)

1. De flyttar från plats till plats och odlar eller fångar sin egen mat.

2. Landet har inga kullar, inga floder, ingen sol och ingen måne.

3. Urinvånarna brukade leva mycket enkelt och kvinnorna fick många barn.

4. Han ville göra Australien till ett land där människor och djur kunde leva i fred, bredvid varandra.

5. De tror att andarna lever idag, men att de sover.

3. Put the correct English words into the sentences. (10)

lucka/hålighet	orm	förfäder	sjukdomar
andar	näraliggande	var än	mönster
	stammar	hade/förde	

1. Many Aborigines died from the _____ the Europeans _____ with them.

2. The _____ moved from place to place.

3. The _____ of all living things were _____.

4. A water _____ was living in the _____ mountain.

5. _____ he went, he filled the _____ in the ground with water.

6. The _____ are usually large and circular.

Test Australia

B. Ned Kelly – Hero or Villain?

Name: _____ Result: _____ / 30p

1. What's the English word? (8)

1. döma _____
2. fly _____
3. erbjuda _____
4. förklara _____
5. rädda _____
6. förfölja _____
7. drunkna _____
8. jämföra _____

2. Pair off. (8)

- A. There are stamps _____ a thief?
- B. But wasn't Ned Kelly _____ under his armour.
- C. They managed to _____ many crimes.
- D. They moved to _____ Australian national symbol.
- E. Ned Kelly committed _____ with his face on them.
- F. More and more people felt _____ buy a small piece of land.
- G. He wore a green sash _____ sorry for Ned.
- H. Ned is certainly an _____ a little town called Greta.

3. Fill in suitable words. (6)

Ned was _____ in 1854. He was the oldest of eight _____. His parents _____ emigrated from Ireland. Ned had _____ education and _____ to work from he was a _____ boy.

4. Translate into English. (8)

1. När hans far dog blev deras situation värre.

2. Han sa också att Ned hade försökt skjuta honom.

3. Ingen kan vara säker på varför han anklagade Ned.

4. Ned dömdes till döden för mord.

Test Australia

C. Walkabout

Name: _____ Result: _____ / 30p

1. Put the correct English words into the sentences. (10)

beslut	knapphåll	baklänges	stirrade
varelser	undersöka	osäker	svaghet
	sömmar	vacklade	

1. He _____ and fell _____.

2. He checked the _____ and _____ of his shirt.

3. He _____ and showed no _____.

4. He was content to _____ these strange _____.

5. He was _____ and could make no _____.

2. Finish the sentences correctly (6)

A. Mary couldn't accept _____ to run away.

B. Her first impulse was _____ a serious business.

C. Peter was _____ into the bush.

D. The black boy's examination was _____ and walked away.

E. He picked up the walleye _____ clutching his sister's hand.

F. They went crashing _____ that the boy was naked.

3. Translate into English. (14)

1. Hennes skräck dog sakta bort.

2. Hans hållning var mer förvånad än hotfull.

3. Mary hade bestämt sig för att inte röra sig.

4. Tid hade lite värde för honom.

5. De var de första vita människor en medlem av hans stam hade sett.

6. Han förstod att pojken inte hade sett något som honom tidigare.

7. Det fanns inget mer han ville veta.

4. Describe the three children: what they looked like and what clothes they wore.

The Aboriginal boy _____

Mary _____

Peter _____

Reading Comprehension – Australia

Name: _____ Total p: 30 My points: _____

Read the text and then do the exercises.

Off with them to Australia!

In 1778, eleven British ships with about 600 male and 180 female passengers, as well as pigs, chickens and sheep arrived at Botany Bay in Australia to start a new colony. But many of the emigrants didn't come of their own free will. 750 of them were convicts.

The reason why these prisoners had been sent to Australia was that the British government wanted to populate the new colony with workers. Besides, there were not enough prisons in Britain to cope with the lawlessness. Punishments by British courts were extremely harsh. Some of the convicts sent to Australia were hardened criminals, others had committed only minor offences, like stealing a loaf of bread.

In the prison ships the prisoners, men, women and children, were all together. It was dirty, crowded and dangerous. The voyage took eight months, the food was often inedible, and the treatment on board often inhuman. Consequently a lot of the prisoners died on the way.

Those who survived the voyage faced hard manual work, cruel treatment, and dangerous work. In Tasmania, for example, they had to work in water, hauling huge tree

trunks to be used for ship building. Punishments were hard; for example, people were often heavily flogged. In total, 135 were hanged there.

Escaping was almost impossible because of the thick rain forest where the prisoners got lost and did not survive for long. A horrible story was told about a group of convicts who escaped. Only one of them was captured. Everyone was surprised that he had survived for so long in the jungle, until he told his capturers that he had killed and eaten his friends, one by one!

Many prisoners were given their freedom after a few years and went off to work on the farms of the free settlers who were now arriving, tempted by the promises of free land and the cheap labour provided by the convicts.

This system of taking convicts to the colonies – called "transportation" – was stopped in 1853, but up to that time thousands of men and women were put in ships and sent to the other side of the world. Today there are many Australian families who can say that their ancestors first came to Australia as prisoners.

READING
COMPREHENSION

1. Fill in the gaps in the sentences with words from the text. (12)

1. My _____ on my mother's side came from Ireland.

2. How do you like the food? – It's terrible, totally _____ .

3. The streets were so _____ with people that we could hardly move.

4. I was very _____ to accept his offer, but in the end I said no.

5. Were Michael Jackson's bodyguards big? – Big? They were absolutely _____ !

6. Life as slaves was so hard that only the strongest _____ .

7. There were 200 _____ and 150 females on board the ship.

8. _____ for crimes were very hard two hundred years ago.

9. He was very _____ to his wife; he beat her almost every day.

10. When the man was arrested, he had _____ more than fifty crimes.

11. Another word for 'prisoner' is _____ .

12. Another word for 'beat' is _____ .

2. Complete the questions by filling in two words (words like "don't", "he's" etc. count as two) (10)

Read HAPPY's interview with Shaun Hawkins, a young life guard who works at Bondi Beach near Sydney.

H: I see you've put out red and yellow flags on the beach.

(1) _____ you done that?

S: To tell swimmers to keep between them. It's the safest area, and we can see better if someone's getting into trouble.

H: (2) _____ many lifesavers in Australia?

S: Well, there are about 75,000 of us, and we save more than 10,000 people a year.

H: So (3) _____ you do?

S: First of all we watch swimmers. If we see that someone is in trouble, we jump into the water and swim to them.

H: (4) _____ your training like?

S: Many beaches have their own lifesaving clubs. There, you can train surf rescue and learn about first aid.

H: (5) _____ often get into trouble when swimming?

S: Well, sometimes they swim too far out and get tired and swallow water. Or they may get seized with cramp. And sometimes they get carried out into deep water by currents and panic.

H: So if I get into trouble when swimming,

(6) _____ I do?

S: First of all, try not to panic. Relax and stretch out on the top of the water. And put an arm up – everyone here knows that's a signal meaning 'Help me'.

H: But the waves – (7) _____ pull you down? They look awesome.

S: Well, the real danger is undertows that pull you with them on the way back out to sea.

H: (8) _____ any sharks here?

S: Well, sharks sometimes appear in calm water. We use whistles and loudspeakers to warn people if a shark has been sighted. People can also hear 'shark reports' on the radio.

H: (9) _____ often attack people?

S: No, it's very rare. But still you shouldn't stick around in the water. A shark attack is fast, furious and often deadly.

H: Well, I'd like to go surfing, but I don't know. I've seen surfboards bitten in two by sharks ...

(10) _____ really safe?

S; Don't worry, I'll keep an eye on you – and on the sharks!

3. Choose the right alternative. (8)

1. Where in Australia did the first British colonists arrive?

- a) Sidney.
- b) Botany Bay.
- c) Perth.

2. Did they bring animals?

- a) Yes.
- b) No.
- c) The text doesn't say.

3. How many of them were convicts?

- a) 750.
- b) 850.
- c) 950.

4. Why did the British government send convicts to Australia?

- a) To give them a vacation.
- b) Because they did not have enough prisons.
- c) Because the prisoners wanted to.

5. How long did the voyage take?

- a) 8 days.
- b) 8 weeks.
- c) 8 months.

6. What was the system of sending convicts to Australia called?

- a) Translation.
- b) Exploration.
- c) Transportation.

7. In what year did the British government stop sending convicts to Australia?

- a) 1781.
- b) 1853.
- c) 1968.

8. What is true?

- a) No prisoners in England were sent to Australia.
- b) Some prisoners in England were sent to Australia.
- c) All prisoners in England were sent to Australia.

Choose the right alternative / Extra difficult. (8)

1. The emigrants did not "come of their own free will" because they

- a) were forced to go there.
- b) had to pay for their tickets.
- c) were just animals.

2. The prisoners were going to Australia to

- a) take the animals there.
- b) work in the colonies.
- c) visit the country.

3. In Tasmania the convicts had to

- a) build ships.
- b) move tree trunks.
- c) escape into the forests.

4. The convicts were often flogged

- a) for working hard.
- b) as a punishment.
- c) if they were too heavy.

5. Few of the convicts managed to escape

- a) but they all probably wanted to.
- b) because it was almost possible.
- c) as it rained too much in the forest.

6. Most of the prisoners who escaped

- a) said that they had been eaten.
- b) got lost in the tree trunks.
- c) probably wished they hadn't.

7. Life got better for the prisoners after a few years

- a) because most of them were dead.
- b) when they escaped.
- c) when they finished their sentences.

8. The text says that many

- a) convicts are still sent to Australia.
- b) ancestors are still in Australia today.
- c) women convicts were also sent to Australia.