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## GROUP 1: CARL VON LINNÉ

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### WORKSHEET 2: FLOWERS AND PLANTS

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*Compare names in your different languages and make lists e.g.*

Swedish – **Ros** Norwegian – **Ros** English – **Rose**

Arabic – وردة Latin – Rosa

Swedish – **Linnéa** Norwegian – **Linnéa** English – **Linnea borealis**

Arabic – لينيا Latin – Linnea borealis

Add other languages that are spoken in class.

Create one or more **wordles** with the names of the flowers in it. Print it/them and include it/them in your presentation at the fair.

How did the plants get their names and why? Make posters and hang them next to the wordles at the fair.

What do different flowers, plants or fruits symbolize in your different cultures? Make a list with presentations of what similarities and differences you can find. Are the colors important in this respect? Compare Nordic countries to Southern countries.

Let the visitors at the fair put together e.g. bridal-, birthday-, dinner- bouquets and bowls of fruits where they “organize” messages with the help of your lists.

E.g. in Sweden: if you give someone a rose = love, an apple = knowledge

Use Google Translate: <http://translate.google.se/>

### THE LANGUAGE OF THE FLOWERS

#### BLOMMORNAS FÄRGER/THE COLOR OF FLOWERS

Gul blomma/yellow flower - Du är solen i mitt liv./You are the sun in my life.

Orange blomma - Jag är din trogne vän.

Lila blomma - Jag önskar dig all lycka och välgång i livet.

Rosa blomma - Jag är förälskad i dig och lovar dig trohet.

Röd blomma - Jag räknar dagarna tills vi möts igen.

Mörkröd blomma - Jag saknar dig så!

Vit blomma - Jag tror på din renhet och jungfrulighet.

Blå blomma - Jag vill bli vid din sida intill döden.



### ROSORNAS SPRÅK/THE LANGUAGE OF ROSES

Röd ros - Respekt, kärlek.

Vit ros - Oskuldsfullhet, hemlighetsfull.

Gul ros - Glädje, vänskap.

Korall ros - Önskan, längtan, åtråvärd.

Ljusrosa/Champagne ros - Älskvärdhet, glädje, förtjust.

Mörkrosa ros - Tacksamhet.

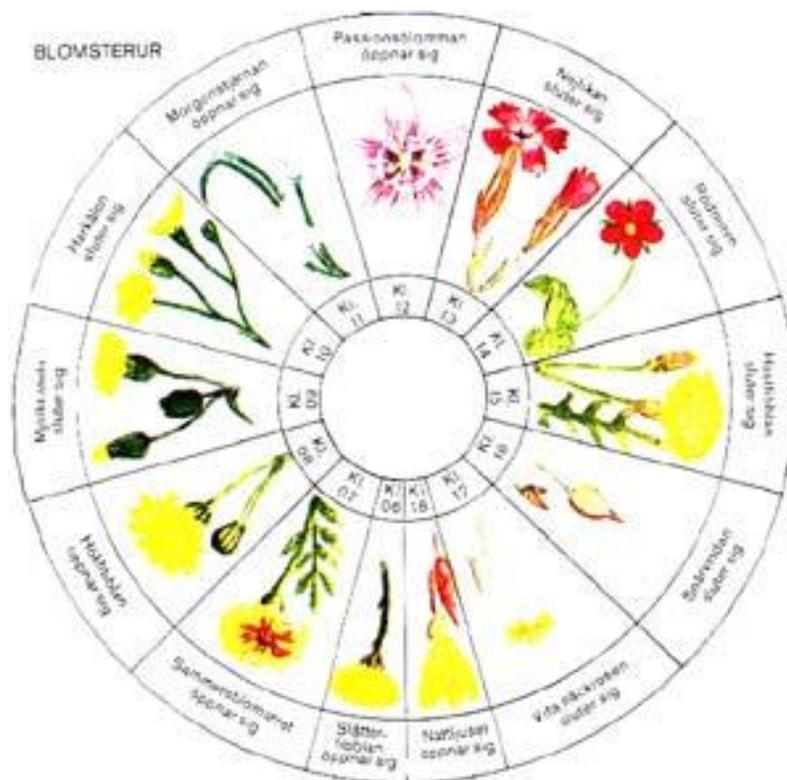
Lavendel ros - Förtrollning, förtjusning.

Orange ros - Förtjusning, oemotståndlig, lockelse.

Rosenknopp - Hemlig kärlek.

Ros utan taggar - Tillgivenhet.

Linne's "Flower clock" is put together to show when certain flowers open and when they close during a 24 hour circle. Calculate the time and the position of the plants. What would a "Flower clock" look like, if it was created in your country?



Source: <http://home.swipnet.se/fel/main/blomur/blomur.htm>

Could you draw a similar clock and calculate time? (Of course considering the plants that grow in your home country and/or your parents' home country).

Present your "Flower clocks" at the fair and let the guests fill in empty clocks. You could for example call it "The flower clock of your/our dreams".



CONTENT BASED TEACHING + PLURILINGUAL/CULTURAL AWARENESS  
CONBAT

EXPLORERS

Pia BERG

Your vocabulary tests will be presented at the fair. Maybe you can have a prize for a chosen winner (e.g. a flower).

The group will make a big collective painting with flowers, plants and fruits. Feel free to write, draw and paint on the canvas.



CONTENT BASED TEACHING + PLURILINGUAL/CULTURAL AWARENESS  
CONBAT

EXPLORERS

Pia BERG

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## GROUP 2: IBN BATTUTA

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### WORKSHEET 2: PRESENTATIONS

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*Choose and divide areas between you in the group:*

**Ibn Battuta came across:**

new countries

new climates

new cultures

new architecture

new food and spices

new languages

new clothing

new knowledge/science

new food

Each group will present their area at the fair by making collages connected with posters. The posters will give detailed information about each area.

The collages can be put up for auction during the fair.

Feel free to bring examples of food, spices, clothes etc. for the visitors to see and try.



CONTENT BASED TEACHING + PLURILINGUAL/CULTURAL AWARENESS  
CONBAT

EXPLORERS

Pia BERG

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### GROUP 3: THOR HEYERDAHL

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#### WORKSHEET 2: PRESENTATIONS

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*Choose and divide areas between you in the group:*

**Thor Heyerdahl came across:**

new countries

new climates

new cultures

new architecture

new food and spices

new languages

new clothing

new knowledge/science

new food

Each group will present their area at the fair by making collages connected with posters. The posters will give detailed information about each area.

The collages can be put up for auction during the fair.

Feel free to bring examples of food, spices, clothes etc. for the visitors to see and try.



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GROUP 4: CHRISTER FUGLESANG

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WORKSHEET 2: EXERCISES

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***Devide the class in three groups. Every group will prepare one exercise***

1. Try to contact Christer Fuglesang and find out if he has the possibility to give you an interview via telephone, e-mail or in person.

Who is Christer Fuglesang?

Where does he live?

What has he explored?

What is he doing today?

What do you have to study to become an astronaut?

Which languages do you have to know to become an astronaut?

What effects does space traveling have on the mind and body?

What do you eat in space?

What is the environment like on the moon?

An interview via telephone can be presented at the fair. The visitors can listen to a playback via a computer. Remember to get Christer Fulgesang's permission to use the interview that way.

2. Make a construction/model of a space station to be situated on the moon or on Mars. Calculate measurements, size, weight etc.

Calculate on a scale of ...? It has to fit on a table at the fair.

At the fair the constructors will be standing next to the model presenting:

- the work process building the model
- specifications for a space station
- living conditions

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MEASUREMENT, SIZE, WEIGHT AND GEOMETRY / MÅTT, VIKT OCH GEOMETRI

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Create mathematical vocabulary games using the tables below as a starting point. Add measurements, sizes, weights and geometry. You can get some inspiration at <http://www.bbc.co.uk/schools/>

Copy your game onto a white table cloth (strong paper) which can be extended.



CONTENT BASED TEACHING + PLURILINGUAL/CULTURAL AWARENESS  
CONBAT

EXPLORERS

Pia BERG

Use it at the fair and see if the visitors can help you add even more words/languages.

MATEMATIK/MATEMATIKK/MATHEMATICS/ حساب

<b>Swedish</b>	<b>att räkna</b>
<b>Norwegian</b>	<b>at/å regne</b>
<b>English</b>	<b>to count</b>
<b>Arabic</b>	<b>عد</b>
<b>Add languages...</b>	

SUBSTANTIV/SUBSTANTIV/NOUN/ اسم

<b>Swedish</b>	<b>addition</b>	<b>substraktion</b>	<b>multiplikation</b>	<b>division</b>
<b>Norwegian</b>	<b>addisjon</b>	<b>subtraksjon</b>	<b>multiplikasjon</b>	<b>divisjon</b>
<b>English</b>	<b>addition</b>	<b>subtraction</b>	<b>multiplication</b>	<b>division</b>
<b>Arabic</b>	<b>جمع</b>	<b>طرح</b>	<b>ضرب</b>	<b>قسمة</b>
<b>Add languages...</b>				

VERB/VERB/VERB/ فعل



CONTENT BASED TEACHING + PLURILINGUAL/CULTURAL AWARENESS  
CONBAT

EXPLORERS

Pia BERG

<b>Swedish</b>	<b>addera</b>	<b>subtrahera</b>	<b>multiplicera</b>	<b>dividera</b>
<b>Norwegian</b>	<b>addere</b>	<b>subtrahere</b>	<b>multiplicere</b>	<b>dividere</b>
<b>English</b>	<b>add</b>	<b>subtract</b>	<b>multiply</b>	<b>divide</b>
<b>Arabic (He...)</b>	يجمع	ي طرح	ي ضرب	ي قسم
<b>Add languages...</b>				