



Sänds: 2014-05-11
Pedagog: Teresa Romano
Producent: Keith Foster
Producent: Pamela Taivassalo Wikholm

WORKSHEET: Life on Scilly- Episode 4, Making Waves

A. LISTENING COMPREHENSION

Work in groups of four. Each member of the group focuses on one of the teenagers: Shamus, Jess, Maddie or Josie. Take notes while you watch the programme and give a summary of your character to the group. After talking in groups each group gives a summary of what they talked about in class.



Shamus

- 1. What are Shamus' thoughts about the future? Watch the programme and take notes.**
- 2. Give your summary of Shamus' thoughts to the group.**
- 3. Discuss with your group and then present in class:**
 - "I wouldn't swap this for anything!" - What does Shamus mean? Do you agree?
 - If you were to follow in your parents' footsteps, what would your future be like?
 - What are the dangers that Shamus has to deal with?
 - What skills is Shamus developing when he spends time with his grandfather on the boat?
 - If Shamus came to see you where you live, what would you show him?
 - What skills are you developing when you spend time with your relatives?



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Maddie

- 1. What are Maddie's interests and what is she saying about them? Watch the programme and take notes.**
- 2. Give your summary of Maddie's hobbies to the group.**
- 3. Discuss with your group and then present in class:**
 - Would you like to have those hobbies?
 - What is positive about being involved in activities such as Maddie's?
 - What skills is she developing through her hobbies and when she spends time with her friends?
 - What are your interests?
 - In what way will your free time activities be useful to you in the future?



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Josie

- 4. What is Josie saying in the programme? Watch the programme and take notes.**
- 5. Give your summary of Josie's part of the programme to the group.**
- 6. Discuss with your group and then present in class:**
 - What do Josie and Maddie have in common?
 - What are they learning from being together with their teams?
 - Is it important to have the same interests as your friends?
 - What interests do you have in common with your friends?
 - What skills do you need to compete in a team?
 - Are those skills useful in other activities than sports?



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Jess

- 7. What is Jess saying and doing in the programme? Watch the programme and take notes.**
- 8. Give your summary of Jess' part of the programme to the group.**
- 9. Discuss with your group and then present in class:**
 - What is it like living near the sea?
 - In what way can nature be a threat and how can you protect yourself against such a threat?
 - Are there any threats from nature in your home environment?
 - What would you miss if you lived by the sea?
 - What would you miss the most if you were Jess and lived far away from the ocean?
 - Jess likes to paint beach scenes. What would she paint if she lived near you?



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B. VOCABULARY WORK - LIVING BY THE SEA



Watch the programme and collect as many words as you can that are connected to the sea. Write down all the words that come to your mind even if you don't know them in English and even if you can't hear them in the programme. You may see something in the film that you would like to know the name of in English. Write it down! How many words did you find? Share them with your classmates. Translate the words that you didn't know together in class. Choose 10-15 words and learn them.

C. WRITE A SUMMARY

Write a summary of the programme and hand in to your teacher. The text should not be longer than half a page. Use these key points:

- What is most important? Write that first.
- What different parts of the programme do I need to write about to give an idea about the whole programme? Organize them in short paragraphs.
- What parts of the programme are less important? Leave them out.
- Don't express your opinions in the summary.

D. RESEARCH AND COLLABORATE – The Labour Market in Rural Parts of Sweden

Work in pairs. Pretend that, just like Shamus, you would like to stay where you live and work there. You live in a rural area in Sweden. Where is it? Find it on the map! Use the Internet to find facts about the labour market in that area. Present your findings in class and remember to tell what sources you have been using!



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Try to answer some or all of these questions:

- What job opportunities are there where we live?
- Is it possible to stay where we are instead of moving to the big cities to find a job?
- Is it possible to create new job opportunities where we live?
- What companies are there in the area where we live?
- How could we contribute to develop the Swedish labour market?
- If we want to start a company of our own here, what could we do?

Here are a few examples of where you can start your search for answers:

1. Search for jobs in the area: <http://www.arbetsformedlingen.se/Globalmeny/Other-languages.html>
2. Call Arbetsförmedlingen and ask them to give you an interview about the area. What questions do you need to ask?
3. Search for facts about programmes to develop the rural areas in Sweden: <http://www.tillvaxtverket.se/huvudmeny/insatserfortillvaxt/regionalutveckling.4.418280eb12db85acaec80003612.html>
4. Read about the programme: Ungas innovationskraft <http://www.ungasinnovationskraft.se/startside/>
5. Search for information on how to start your own company on the webpage of Nyföretagarcentrum: <http://www.nyforetagarcentrum.com/>

D. RESEARCH AND COLLABORATE – Discuss your findings

- What have your classmates found out about their areas?
- Which rural area in Sweden seems to be the most attractive to move to? Why?
- In which area is it most difficult to find a job?
- Did you get any new ideas for the future?
- Would you like to try to set up your own business?
- If you had the opportunity, what business would you start?
- What has to be done to make it easier to find a job where you want in Sweden?
- Is there anything you can do to change the labour market in Sweden?