



Sänds: 2014-05-18  
Pedagog: Teresa Romano  
Producent: Keith Foster  
Producent: Pamela Taivassalo Wikholm

ENGELSKA  
ARBETSBLAD

Program NR: 103186tv5

## WORKSHEET: Life on Scilly- Episode 5, Last Day of Summer



### A. LISTENING COMPREHENSION

Work in groups of three. Each member of the group focuses on one of the themes: *Independence and responsibilities, Teenagers and parents, Drugs and alcohol abuse.*

Take notes while you watch the programme, retell the scenes and discuss them in your group.

#### 1. Independence and responsibilities

Watch the programme and write notes about the scenes that are about *independence and responsibility*? How are those scenes? Describe them to your group.



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**Discuss with your group:**

- Responsibility and independence, what is the relation between the two words?
- In what way are the teenagers in the programme being prepared to become independent?
- Do you think that there is a difference between your life and theirs when it comes to becoming independent and moving away from home?
- Would you like to go to boarding school? Why? Why not?
- Do you save up for your first years away from home? How?
- At what age do you think it is time to move away from home?
- What do you think the first years away from your parents will be like?
- What do you need to do prepare yourself for a life away from your parents?
- What skills are necessary to become independent?

**2. Teenagers and parents**

Watch the programme and write notes about the scenes that are about *teenagers* and *parents*? How are those scenes? Describe them to your group.

**Discuss with your group:**

- Would you be comfortable to talk about alcohol with your parents the way Jess does with her father?
- Can you understand why parents worry about letting their children go far away from them?
- What can you do to make your parents feel at peace when you are not around?
- If you were a parent, how would you want your teenager to behave?
- Is it possible to talk about everything with ones parents?
- If you can't tell your parents, whom can you talk to?
- What is the nicest way to spend time with your parents when you are a teenager?
- What do you think it will be like when you move away from your parents one day?



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### 3. Drugs and alcohol

Watch the programme and write notes about the scenes that are about *drugs* and *alcohol*. How are those scenes? Describe them to your group.

#### Discuss with your group:

- What do you think about living in an environment in which there are no drug addicts?
- Do you agree with Amy that it is idiotic to get drunk? Why? Why not?
- Do you think that there is a lot of peer pressure around drinking and partying?
- Is it possible to stay out if you don't want to drink and still be together? How?
- What happens if you don't want to drink in your circle of friends?
- Can you be honest about alcohol and drug abuse with your friends?
- What is different between your home environment and the Isles of Scilly when it comes to partying and drinking alcohol?
- What seems to be the same?
- What can you do to stay away from drugs and alcohol?

## B. SHARE WITH THE REST OF THE GROUP

Tell the rest of the class what you have been talking about in the smaller groups.

## C. RESEARCH AND COLLABORATE

Find facts about one or a few different drugs including alcohol and tobacco and present your findings in class. Try to find answers to these questions:

- What are the negative effects of drugs and alcohol on the body?
- Why is it dangerous to use alcohol and drugs at a young age?
- What are the risks of getting addicted?

Here are some sources where you can start your search:

<http://www.narconon.org/drug-information/alcohol-today.html>

<http://www.umo.se/alkohol-tobak-droger/>



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#### **D. ACT AND REACT**

1. Work in groups of three or four students and write a scene with a bad ending. Choose one of these lines to end your scene: *Stop being so irresponsible! I hate it when I do that!* *Have you been drinking?*
2. Act it out to another group.
3. Discuss your scene using these questions:
  - What happened?
  - What do we think about it?
  - How can we change the scene to make it positive for all the people involved?
4. Create a new scene with a happy ending.