



# Anaconda Society

## Teacher's Guide

In *Anaconda Society* the students get a chance to listen to teenagers from different parts of the English speaking world. They get to hear English spoken in different ways and they get to hear about the lives of teenagers in other countries with different cultures.

The countries in *Anaconda Society* have not only the language, English, in common, but also their connection to the United Kingdom. This gives an opportunity to explore English history as well as the history and current circumstances of the countries in question.

Each program has a listening comprehension, designed to be similar to the listening comprehension in the National Tests (NP). That is why there are multiple choice questions as well as questions that need longer written answers. In the key you get suggestions of right answers to those questions.

There are also some suggested topics for discussion, links for further work and ideas for different kinds of projects connected to the programs. The work sheets are directed to the students.

### Listening Comprehension

Instruct the students to take notes while listening, so that they can answer the questions that require longer answers.

### Discussion

Let the students prepare themselves, individually or in groups, so they can collect and develop arguments for their views.

### Links for further development

Here you can find other useful information if you want to give a background or explanation to parts of a program. These links are also useful for different projects.

### Ideas and Projects

Here you will find some suggestion for further development of the topic of each program. Be sure to discuss source criticism with the student before starting a project.



## Lärarhandledning

Pedagog: Maria Frisch

There are many possibilities for cross curricular activities and projects in the *Anaconda Society Series*. **Geography** is the obvious other school subject to work with. **History** is another subject that comes up in most of the programs. For the **Natural Sciences** there are the animals of some of the countries to work with as well as the climate and the environment, for example. In exploring the meaning of the words colonialism, the Commonwealth, monarchy and dominions cooperation with **Social Studies** could be rewarding. This would give the students a chance to widen and deepen their vocabulary and understanding of new words and phenomena in English.

In designing *Anaconda Society* the different parts of the curriculum and syllabus for English have been considered and taken into account according to the following:

### In Lgr11 it is said that:

*Teaching of English should aim at helping the pupils to develop knowledge of the English language and of the areas and contexts where English is used, and also pupils' confidence in their ability to use the language in different situations and for different purposes.*

It is further pointed out that the teaching of English:

*... should essentially give pupils the opportunities to develop their ability to:*

- *understand and interpret the content of spoken English and in different types of texts,*
- *express themselves and communicate in speech and writing,*
- *use language strategies to understand and make themselves understood,*
- *adapt language for different purposes, recipients and contexts, and*
- *reflect over living conditions, social and cultural phenomena in different contexts and parts of the world where English is used.*

All of the above points are touched upon in *Anaconda Society*. In the interviews the pupils hear conversational English spoken in different variations and different dialects. They have a chance to learn about and reflect on living conditions as well as social and cultural phenomena today and in history in the different countries. In the discussions and the presentations of the projects the pupils will get a chance to argue and express an opinion, thereby adapting the language for the purpose and the audience. In the projects they also get a chance to practice looking for and finding texts from different media and using their finds to construct their own texts. Some of the points of the *Content of Communication* are also covered. For instance:



# Lärarhandledning

Pedagog: Maria Frisch

**In years 7–9**

## **Content of communication**

- Current and subject areas familiar to the pupils.
- Interests, daily situations, activities, sequences of events, relations and ethical questions.
- Views, experiences, feelings and future plans.
- Living conditions, traditions, social relations and cultural phenomena in various contexts and areas where English is used.

## **Listening and reading – reception**

- Spoken English and texts from various media.
- Spoken English with some regional and social variants.
- Oral and written instructions and descriptions.
- Different types of conversations, dialogues, interviews and oral communications.
- Oral and written information, as well as discussions and argumentation for different purposes, such as news, reports and newspaper articles.
- Different ways of searching for, choosing and assessing texts and spoken language in English from the Internet and other media.
- How texts and spoken language can be varied for different purposes and contexts.

## **Speaking, writing and discussing – production and interaction**

- Different ways of working on personal communications to vary, clarify, specify and adapt them for different purposes.
- Conversations, discussions and argumentation.
- Language strategies to understand and be understood when language skills are lacking, such as reformulations, questions and explanations.
- Language phenomena to clarify, vary and enrich communication such as pronunciation, intonation and fixed language expressions, grammatical structures and sentence structures.
- Language strategies to contribute to and actively participate in conversations by taking the initiative in interaction, giving confirmation, putting follow-up questions, taking the initiative to raise new issues and also concluding conversations.



# Lärarhandledning

Pedagog: Maria Frisch

When working with the materials in *Anaconda Society* the pupils are given the possibility to reach the knowledge requirements for E (or higher) according to the following specification in Lgr11:

## **Knowledge requirements for grade E at the end of year 9**

*Pupils can understand **the main content and basic details** in English spoken at a moderate pace and in basic texts in various genres. Pupils show their understanding by presenting an **overview** with discussion and comments on content and details and also with **acceptable** results act on the basis of the message and instructions in the content. Pupils can choose texts and spoken language from different media and with some relevance use the selected material in their own production and interaction.*

*In oral and written production, pupils can express themselves **simply, understandably and relatively coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their communications. In oral and written interaction in different contexts, pupils can express themselves **simply and understandably** and also **to some extent** adapted to purpose, recipient and situation. In addition, pupils can choose and apply **basically functional** strategies which **to some extent** solve problems and improve their interaction.*

*Pupils discuss **in overall terms** some phenomena in different contexts and areas where English is used, and can also make **simple** comparisons with their own experiences and knowledge.*