

TEACHER'S GUIDE TO LIFE ON SCILLY

A. Introduction

Life on Scilly is a series of six programmes for English students in seventh to ninth grade and upper secondary school. The series deals with the everyday life activities of teenagers and brings up topics such as friendship, school, hobbies and dreams for the future.

The material is created to give students an opportunity to learn more about England as well as to develop their language skills.

In this guide, in the section *Extra material*, there are a variety of assignments to do together with the students in class or as homework. The assignments can be useful for all six programmes, which makes it possible to pick out the ones that best suit your planning.

The worksheets that come with each episode have specific tasks that are connected to the content or the theme of that episode. You find a description of the contents for each episode and worksheet in the section *Description of Episodes*.

B. About the worksheets

We hope that the programmes will inspire the students to talk about their own everyday lives, compare home environments and everyday experiences as well as learning more about the Scilly Isles.

Every programme is accompanied by a worksheet. With the worksheet as support, pupils can practise listening skills while watching the programme. As follow up activities there are tasks to make students produce their own oral and written material and to find out more about the Scilly Isles.

C. Suggestions on work procedure

On www.ur.se, the programmes will be available in full length but you can create your own clips easily and use the parts that you prefer for your teaching. You can also ask students to watch the programmes at home and do exercises as home assignments and then bring their notes back for a follow up activity in class. Alternatively, the programmes can be shown in class and assignments can be given as a follow up activity to do at home.

The preparation material below is useful as introduction to the programmes and can be handed out as texts to read at home before you see an episode, as that will give students an opportunity to prepare at their own pace. You may also want to prepare the students by reading the texts together in class.

The programmes are 13:30 minutes long.

D. Description of the episodes

Episode 1: Meet the Islanders

In this episode you are introduced to the islands through the 15-year-old teenagers Tom, Harry, Jess and Amy. They talk about friendship, their everyday lives on the islands and about the advantages and disadvantages of living away from the mainland. Themes to work with in class could be *Friendship, What is it like living on Scilly? Find out more about the islands! Cultural differences.*

The worksheet contains 4 listening comprehension tasks about Tom, Jess, Harry and Amy. Since the interviews are quite short, all four of them can be seen in one lesson. One possible way of using the material is to let the students see one interview at the time, use the worksheet to organise notes and do the speaking exercises in between.

For learners on a more advanced level, the interviews can be used as material to compare opinions and to compare cultures.

After watching the programme there is a writing task and a research task that can be done either as homework or in class. These tasks can easily be adapted to the level of the students.

Episode 2: High-Flying Dream

In this episode Tom, Jess and Harry talk about their dreams for the future, school, holiday jobs and hobbies. Possible themes to work with in class are *The future, How to cope with disappointments, How to find your dream job, Friendship, Parents.*

The worksheet contains listening comprehension that focuses on one teenager at a time. Since the interviews are not presented in a chronological order, it could be a good idea to ask the students to focus on only one of the teenagers and then talk about the interviews in groups where all of them are represented. This work procedure will make it easier to follow the programme.

For learners on a more advanced level, the listening comprehension can be organised in such a way that students have the opportunity to compare the teenager's different attitudes about the future, school and work.

After watching the programme there is a writing task and a research task that can be done either as homework or in class. You can pick and choose and adapt the material to match the level of your group quite easily, even though there are formulated ready-to-use tasks to follow in the worksheet.

Episode 3: Just Good Friends

In this episode we meet Amy, Harry, Jess, Tom, Harry and Josie. They talk about relationships and attraction, friendship and school. Possible themes to work with in class are *Love and relationships*, *Life in a small community*, *Friendship*, *What makes a good friend?*

The worksheet contains listening comprehension that focuses on three themes: Friendship, Relationships and Living on an island. Since the themes are not presented in a chronological order, it could be a good idea to ask the students to focus on only one of the themes at a time instead of all three. The speaking activities can be prepared at home and then presented in class in groups. A group may cover all aspects of the episode if the members in each group have prepared different themes - and then present them to each other. This method will give each student the opportunity to prepare individually and go deeper into one theme.

For learners on a more advanced level the home assignment may also include putting together a list of synonyms to a given number of words. The vocabulary may then be shared with the rest of the group.

The work sheet also includes a debate activity that can be prepared at home. As preparation for the debate you may hand out the list of useful phrases to express opinions (*Hand-out 3, Extra material below*).

Episode 4: Making Waves

In this episode we meet Maddie, Josie, Jess and Shamus for the first time. They talk about their different activities and what they want to do in the future. Possible themes to work with in class are *Life by the sea*, *Do you want to follow in your parents' footsteps? Leave your hometown or stay where you are? Develop your skills through free-time activities*, *Entrepreneurship*.

The worksheet contains listening comprehension that focuses on each one of the teenagers at the time. Since their thoughts are not presented in a chronological order, it could be a good idea to ask the students to focus on only one of the characters at a time instead of all three. The speaking activities focus on retelling what you have seen or heard in the programme. Students can be asked to watch the programme at home, then look up new words and write summaries that can be presented in class or handed in to the teacher. A summary may cover all characters in the episode or only one depending on what theme you would like to focus on.

To broaden the student's vocabulary one of the assignments include putting together vocabulary lists that are connected to boats, fishing and the sea. Ask them to watch the programme and look up all the words they can find that are connected to life on an island and the sea. The vocabulary may then be shared with the rest of the group. You can vary and adapt the work procedure to your group although there are formulated tasks to follow in the worksheet.

The work sheet also includes a research task in which students can learn more about tourism and economy in different rural areas of Sweden. You may decide which areas

the students should focus on or let them choose. Questions at issue for this assignment might be:

- What job opportunities are there where I 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 developing the Swedish labour market?
- If we want to start a company of our own here, what could we do?

Episode 5: Last days of summer

In this episode we meet Jess, Amy and Maddie. Maddie plays and sings at a concert, Amy works to save up for her college years and Jess spends time with her father talking about her future and the challenges of moving to the city. Possible themes to work with in class are *Independence and responsibilities*, *Teenagers and parents*, *Drugs and alcohol abuse*, *How to get a holiday job*.

The worksheet contains listening comprehension that focuses on the themes *Independence and responsibilities*, *Teenagers and parents* and *Drugs and alcohol abuse*. Since the themes are not presented in a chronological order in the programme, it could be a good idea to ask the students to focus on only one of the themes instead of all three. The speaking activities focus on discussing what you have seen or heard in the programme and to discuss your own views in relation to those same themes. Students can be asked to watch the programme at home and prepare for a discussion in class or hand in their thoughts in writing to the teacher. You may also want to watch the programme together in class, discuss it in groups and then write a reflection at home. There are many possibilities of varying the work procedure, although there are formulated tasks to follow in the worksheet.

To practise speaking skills in a more creative way the worksheet includes an exercise in which the students are asked to act out a negative scene with one of the titles: *Stop being so irresponsible! I hate it when I do that! Have you been drinking?* As this exercise leads to a lot of questions and opinions, it is a good idea to follow up with a reflection and give students a chance to make some changes to turn the scene into something positive. You can do that in small groups or in class depending on the climate in your group. You may choose to let only a few students do the acting part and let the rest of the group do the task in writing, or just take part in the discussion and reflection exercises. Another way is to ask the students to record their scenes in the form of a radio theatre or a short video. As it is quite time-consuming to ask students to record a second version, it might be better to discuss possible changes in class. These questions may be useful as support when discussing the scenes:

- What happened?
- What do we think about it?
- How can we change the scene to make it positive for all people involved?

Episode 6: Crunch time

In this episode the teenagers from Scilly go back to school. Possible themes to work with in class are *School days*, *Learning for the tests or learning for life?* *My dream school*.

The worksheet focuses on writing and talking about the school environment, school uniforms and living at a boarding house. The programme is mostly about the first day back in school. It is possible to choose to focus on one of the topics instead of all three if there isn't time to cover all of it. Students may be asked to watch the programme at home and prepare for a discussion in class or hand in their thoughts in writing to the teacher. You may also want to watch the programme together in class, discuss it in groups and then write a reflection at home. There are many possibilities to vary the work procedure although there are formulated tasks to follow in the worksheet.

To practise speaking and writing skills in a more creative way, the worksheet includes an exercise in which the students are asked to design their own school uniforms, school building or their own boarding house. The purpose of the exercise is to engage the students and to let them reflect on issues connected to their own identity as teenagers and students, their everyday lives and their closest environment. The exercise may give them new ways of expressing themselves and help them to compare their own school environment to other environments.

The work sheet also includes a group task in which the students are asked to invent their own school system. They are asked to express their own ideas about school and society at large in both speaking, writing and by drawing pictures and put together an exhibition of their work.

Questions to discuss as a start-up for the project could be:

- Is it possible to change our school system?
- How would we do that?
- Who would you discuss your ideas with?
- Are there other and better ways to organise a school?
- What do you think is possible to change and what is not possible?
- Why is our school system organised the way it is?
- What is the purpose of the national tests?
- Why is it important to have a school that gives everyone the same opportunities to develop their skills?
- Are there skills that we have no opportunity to develop at school? What can we do to include those skills in schoolwork?

There is room for a lot of interesting questions about schoolwork and the way Swedish schools are organised. The purpose is to explore and to discuss both positive and negative aspects of our school system and to try and understand the complexity of it. This task will hopefully be interesting for both students and teachers to explore together. It may provide an opportunity for a dialogue about school in which students get a chance to express all they wish for and also to reflect on those ideas and develop them further. When they have completed their task they are asked to spread their ideas further and discuss them with politicians and school staff.

E. Extra material

1. Starters

To introduce the teens on Scilly and at the same time practise speaking and verb forms, you may use the character cards in *Handout 1* below as starters. You can give the students one character card each as preparation. Ask them to read the presentations and then present the characters to each other in small groups. Ask them to start their presentations either in the first person: *Hello, I am...* or in the third person: *Let me introduce...*

2. Find someone who...

This is a speaking activity in which the students pretend to be one of the characters on Scilly. Their task is to find all the characters and interview them. Each student gets one of the character cards and a copy of *Handout 2*. Ask them to walk around in the classroom and ask questions to find out who fits.

3. Write a self- portrait

Ask the students to use one of the character cards as an example and write a self- portrait. Ask them to add a photo of themselves and put all the self- portraits up on the wall.

4. Vocabulary work

Ask the students to write down useful words and expressions from the programmes. When they collect new words they can both focus on what they hear and what they see in the programme. Write the words on the white board and translate them. What synonyms are there? What other expressions could be used instead of these words? Choose 10-15 of the words and give them as homework.

5. Write sentences with new words

Ask the students to use some of the words that they have learned. Let them write their own sentences and present them on the whiteboard. Discuss the sentences and correct them together.

6. Prepare a debate

Ask your students to prepare a debate on one of the themes that are brought up in the programmes. Give them the phrases in *Handout 3* before they start.

Handout 1: CHARACTER CARDS



This is **Jess**. She is 15 years old and lives on Tresco where she works at her father's pub, *The New Inn*, on school holidays. She goes to boarding school on the main island, St. Mary's, together with her best friend Josie. Jess's hobbies are photography and to paint and draw. In the future she would like to have a job that involves the arts. She also loves high heels, but on Tresco there are few opportunities to wear fancy shoes. Jess's best friend is Josie who lives on St. Agnes.



This is **Shamus**. He is 14 years old and lives on Bryher. He loves to go fishing for lobsters and crabs with his grandfather and has no longing to leave the island. According to Shamus, to stay on the island where he lives would be perfect. Shamus wants to be a fisherman just like most of his relatives in the past and he hopes that one day he will be able to take over his grandfather's boat.



This is **Amy**. She is 15 years old and is interested in many things. Amy has lived in many different places in England but now she feels at home on St. Mary's, where she lives. Amy loves music and she is a good dancer. She has many good friends on the island. Her parents run a Bed & Breakfast on St. Mary's and Amy works there on school holidays. One of Amy's best friends is Maddie.



This is **Tom**. He is 15 years old and lives next to the airstrip on St. Mary's. According to Tom there are few things in life that would be better than flying an airplane, and his whole life he has dreamt of becoming a pilot. Tom looks up to his father who has worked since he was fourteen to become an air-traffic controller. Lately, Tom has developed a passion for sailing!



This is **Maddie**. She is 15 years old and she lives on St.Mary. Maddie has her own band in which she sings and plays the guitar. She likes to row just like her father, sister and her friend Josie. She is a member of the boat club Nornour and also commissioner of the Scilly Isles in the European Youth Parliament.



This is **Josie**. She is 15 years old and lives on St Agnes. Josie likes maps and graffiti. In the future she wants to travel to many different places. She can't see herself living on the island forever. She likes to row and is part of a rowing team on a gigg boat. Josie has a younger brother and her best friend is Jess.



This is **Harry**. He is 15 years old and lives on St.Martin's with his mother and older brother. The brother is at college in Plymouth, but when they are on vacation they both work at the bakery on the island. Harry has only one friend his own age on the island and that is Dan, who also works at the bakery. Harry's hobbies are tennis and photography and he is very good at juggling. He has been a trainee at a circus once!

Handout 2: FIND SOMEONE WHO...

- _____ has a collection of fancy shoes.
- _____ is good at juggling
- _____ works in a bakery
- _____ goes to a boarding school
- _____ has a brother that studies in Plymouth
- _____ works at a B&B
- _____ works at a pub
- _____ likes to go sailing
- _____ plays tennis
- _____ paints and draws
- _____ dreams of becoming a pilot
- _____ has a father who has been working since he was
14 years old
- _____ is a good dancer
- _____ wants to stay on the islands
- _____ likes to go fishing with his grandfather
- _____ plays in a band
- _____ is a member of Nornour rowing club
- _____ has a younger brother
- _____ is commissioner for Scilly in the European Youth
Parliament

Handout 3: USEFUL PHRASES TO EXPRESS OPINIONS

I agree with...because...

I disagree with...because...

I think it is important to remember that...

I find it unlikely that...

I suppose it could be true that...

I wonder whether it is really true that...

I doubt that...

According to... and I agree because...

According to... and I disagree because...

... claims...but I think...

... discusses the fact that...and I would like to add...

...presents his/her opinions on...

As far as I know...

I have never heard of...

I wonder if...

I totally agree that...

I am not convinced...

My own experience is that...

I have often heard that...

I hear what you say but...

Maybe you are right but...

It could be true but I wonder if...

I am convinced that...

It could be true but...

It is possible that you are right but...

If you see it this way...

Try to see it this way instead...

I am quite sure that...

I am positive...

It sounds reasonable to me that...

I don't know if it's true but I have heard that...

Life on Scilly and Lgr 11

Parts of Lgr 11 that are emphasized in Life on Scilly are marked in bold;

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.**
- Literature and other fiction in spoken, dramatized and filmed forms.
- Songs and poems.
- **Oral and written information, as well as discussions and argumentation for different purposes, such as news, reports and newspaper articles.**
 - **Strategies to understand details and context in spoken language and texts, such as adapting listening and reading to the type of communication, contents and purpose.**
- **Different ways of searching for, choosing and assessing texts and spoken language in English from the Internet and other media.**
- Language phenomena such as pronunciation, intonation, grammatical structures, sentence structure, words with different registers, as well as fixed language expressions pupils will encounter in the language.
- How texts and spoken language can be varied for different purposes and contexts.
 - **How connecting words and other expressions are used to create structure and linguistically coherent entities. Speaking, writing and discussing – production and interaction.**
- Different ways of working on personal communications to vary, clarify, specify and adapt them for different purposes.
- **Oral and written narratives, descriptions and instructions.**

- **Conversations, discussions and argumentation.**
- **Language strategies to understand and be understood when language skills are lacking, such as reformulations, questions and explanations.**
- **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.**
 - **Language phenomena to clarify, vary and enrich communication such as pronunciation, intonation and fixed language expressions, grammatical structures and sentence structures.**

Life on Scilly and Gy 11- En 5

Parts of Gy11 that are emphasized in Life on Scilly are marked in bold;

English 5

The course English 5 covers points 1–5 under the heading Aim of the subject.

Teaching in the course should cover the following core content:

Content of communication

Subject areas related to students' education, and societal and working life; current issues; events and processes; thoughts, opinions, ideas, experiences and feelings; relationships and ethical issues.

Content and form in different kinds of fiction.

Living conditions, attitudes, values and traditions, as well as social, political and cultural conditions in different contexts and parts of the world where English is used. The spread of English and its position in the world.

Reception

Spoken language, also with different social and dialect features, and texts that instruct, relate, summarise, explain, discuss, report and argue, also via film and other media.

Coherent spoken language and conversations of different kinds, such as

interviews.

Literature and other fiction.

Texts of different kinds and for different purposes, such as manuals, popular science texts and reports.

Strategies for listening and reading in different ways and for different purposes.

Different ways of searching for, selecting and evaluating texts and spoken language.

How words and phrases in oral and written communications create structure and context by clarifying introduction, causal connection, time aspects, and conclusions.

Production and interaction

Oral and written production and interaction of various kinds, also in more formal settings, where students instruct, **narrate, summarise, explain, comment, assess, give reasons for their opinions, discuss and argue.**

Strategies for contributing to and actively participating in discussions related to societal and working life.

Processing of their own and others' oral and written communications in order to vary, clarify and specify, as well as to create structure and adapt these to their purpose and situation. This covers the use of words and phrases that clarify causal connections and time aspects.