



My english mistakes

Läroarhandledning

Written by Sara Håkansson

About the series

My English Mistakes is a series of six episodes dealing with English communication in Britain and Ireland. Each episode is approximately 20 minutes long and centres around Linn Hutchinson, a Swedish girl with an English dad and step-mum. Linn's English is good, but not perfect and as Linn visits people and places in the UK and Ireland, she navigates her way through and around the English language with the help of some old and some new friends.

The aim of the series is to contribute to the development of students' all-round communicative skills with a special focus on language exchange in various social contexts. The six episodes are structured thematically, with each episode paying attention to the variation and complexity of language and to the importance of adapting language to context, purpose and recipient. The series involves a contrastive component in that the differences between English and Swedish are explored and provides students with strategies to support communication in order to "solve problems when language skills are inadequate" (GyII, ENG).

Each episode follows the same pattern where scenes are interspersed with information modules in which particular linguistic aspects are highlighted. Each episode is independent and the series can be viewed in any order.

The episodes are as follows:

1. When I tried to be funny
2. Learning how to date the Irish
3. The art of non-offensive cursing
4. Understanding the impact of accents
5. Learning to be polite – the hard way
6. Surviving a lack of vocabulary

Aim and purpose

The target audience for the series is students at Swedish upper-secondary school (Gymnasieskolan). All episodes are suitable for English levels 5-7 and can be adapted through exercises before, during and after viewing to each level of English. The series contributes to students' development of listening comprehension as well as to their ability to adapt their language to "different purposes, recipients and situations" (GyII, ENG). Furthermore, the exercises attached to the series allow students to reflect on and discuss the English language from various perspectives as well as to reflect on the use of language in various social situations in Ireland and the UK. The idea of "plurilingualism" as specified in the course syllabus for upper-secondary school English (GyII, ENG) is particularly emphasised as the series aims to encourage students' curiosity for language and culture as well as their creative processes with regard to "how languages interact and support each other" (GyII, ENG).

Alignment with learning outcomes:

The series is developed to align with the syllabus for English levels 5-7. By viewing the series and working with exercises connected to it, students will find opportunity to meet a number of learning outcomes as specified in the syllabus.

Content of communication

- Students will encounter various social situations in Britain and the UK through which they will meet native speakers whose ideas, experiences and opinions will, in turn, give rise to students' own ideas, thoughts and reflections on linguistic and cultural similarities and differences.

Reception

- The series will introduce students to spoken language and conversations of different kinds and will feature various social and dialectal characteristics.
- Each episode considers linguistic and social qualities connected with its respective theme and provides students with basic facts and strategies to manage their own language learning.
- The series emphasises the genres of spoken communication and advises students on the various purposes of spoken register.

Production and interaction

The learning outcomes for production and interaction are reached, primarily, through the exercises recommended after viewing and in the “using your language in depth” sections.

- Students are encouraged to write various types of texts from different genres as well as to interact orally by discussing and arguing for different perspectives on matters ranging from language learning to online bullying, human rights and social behaviour.
- Students are given opportunity to communicate orally and in writing through presentations, interviews, articles, creative writing, papers and role-playing.
- Through exercises connected with each episode, students are encouraged to process their language in various contexts and to adapt their language to the genre, style and purpose of the task they choose.

Upphovsrätten till innehållet i den här lärarhandledningen tillkommer UR, om inte något annat särskilt anges. Lärarhandledningen får fritt kopieras, distribueras digitalt och visas i undervisningssammanhang. När lärarhandledningen eller delar av innehållet används på olika sätt ska den ideella upphovsrätten iakttas.

Det här betyder att du som lärare i din undervisning bland annat får kopiera upp så många kopior du behöver av hela eller delar av lärarhandledningen och dela ut till elever, tillhandahålla den digitalt till eleverna i en elevportal eller liknande, eller visa i en Powerpointpresentation. Viktigt att tänka på när du använder lärarhandledningen, på olika sätt, är att det alltid ska gå att se vem eller vilka som har upphovsrätten. Om lärarhandledningen kopieras upp i sin helhet så framgår det redan, men om det är så att du väljer att bara använda någon del behöver du skriva i anslutning till det du använder vem eller vilka det är (UR och/eller annat namn, som framgår i lärarhandledningen).

About the teacher's guide

The series is developed to encourage students to engage with language learning in active ways. It promotes linguistic diversity and intercultural awareness and encourages teachers to design and adapt their own lesson plans in accordance with their individual student groups.

Through the series, teachers can work with listening comprehension, reading comprehension, written proficiency, vocabulary, cultural awareness and communication depending on to what extent they choose to take advantage of exercises connected to each episode. Episodes and exercises are developed to suit English levels 5-7.

With each episode follows a teacher's guide and a work sheet which becomes gradually more advanced as students complete each exercise.

Outline

The teacher's guide provides a summary of each episode and highlights the essential terms and concepts connected with each programme. The guide suggests examples of activities that can be set before, during and after viewing in order to further enhance learning and engagement with language themes and proposes some carry-on activities for students who would like to work more in depth with the material. Additionally, coupled to each episode are some basic level vocabulary exercises which may provide students with some extra learning support should that be required.

Before viewing

Language is best learned through context and through opportunities for relating content to one's own frames of reference. Hence, before viewing, it would be beneficial to ask students about their prior knowledge of the particular theme highlighted in the episode. What do they know about the theme? Do they have their own experiences of the theme? Do they have experiences that are similar to but different from the theme? For these types of experientially based questions, students can discuss in pairs or groups before being asked to share with the whole class.

Working with vocabulary and concepts before viewing would be particularly beneficial for this series where a great deal of colloquial language and idioms are used. Teachers should decide which particular idioms and words they want to pay special attention to before viewing and discussing them with students. Do students know the terms and concepts? What do they think they mean? How can they be explained or derived etymologically? How do they differ from Swedish equivalent sayings or concepts? Can students place them in a sentence? Ask students to listen for how these concepts are used in the programme.

While viewing

Focused listening and viewing is a significant part of active learning and can be encouraged by asking students to pay particular attention to certain ideas, concepts or circumstances in the programmes that are relevant to specific learning outcomes. Students may be asked to identify how particular idioms are used or how certain concepts are explained. Teachers may well pose

some listening comprehension questions that students should bear in mind while viewing and be able to respond to after viewing. Such questions should be chosen bearing in mind the level of proficiency of the students. Some English level 5 students may find listening for the context of one particular idiom enough, whereas advanced level 7 students may be able to listen for several idioms as well as respond to a number of listening comprehension questions while viewing.

After viewing

The worksheets to each episode contain a number of exercises that aim to enhance and consolidate the information involved in the programme. They will focus on vocabulary and the context of idioms, concepts and individual words used in the programme as well as on the students' own processing of information. Furthermore, exercises will provide opportunities for listening comprehension through posing a number of questions specific to the episodes as well as provide students with opportunities to write, discuss and otherwise communicate in English based on what they have seen.

Vocabulary exercises

A rich vocabulary lies at the heart of effective communication. Even if students are skilled at explaining their meaning without finding precise words, they still need a varied vocabulary to do so. Furthermore, students learn new vocabulary in different ways. Some learn by reading, some by listening and taking part of discussions and some by working with exercises. This is why the teacher's guide to each episode is followed by some basic vocabulary exercises through which students can practise their English vocabulary. These exercises can be set either before or after viewing and serve to complement the various exercises to each episode.

Episode 1: When I tried to be funny

Summary

We meet Linn and her dad, Steve, and her step-mum, Jane in Luton. Linn tells Steve and Jane that she is going to do stand-up comedy. Linn visits Evelyn Mok who is a Swedish stand-up comedian living and working in London. We also meet Tobias Persson who is another Swedish comedian working in the UK. We learn from Evelyn's and Tobias's experiences that it is difficult to translate humour from one language into another. Humour is context-bound and various languages and cultures tend to value different types of humour.

Vocabulary

awkward
dry humour
wit
quick-witted
gig
challenge
word association
banter

hilarious
heckle
rude
tease
offensive
sarcasm
deliberate
roughly

harmless
pun
housemate
irony

Idioms

within the moment
the moment is gone
find out the hard way
open a new door
organise a piss-up in a brewery

piece of cake
in a good-natured way
the least of one's problems
make a fool of oneself
cheap as chips

freak me out
take the piss
go clubbing
pigs might fly

Before viewing

Discuss the following orally or in writing, in pairs, groups or in full class:

1. Have you ever tried to be funny in another language and it didn't work as you had planned? Why didn't it work?
2. Do you think there might be a difference between humour in English and humour in Swedish? Explain those differences if you think there are any.
3. How would you characterise Swedish humour?
4. How would you characterise British humour?

Activity

1. Look at the vocabulary list above and choose five words that you are familiar with already. Explain what these words mean, either in writing or by explaining them to a friend.

2. Look at the vocabulary list above. Are there words that you are unfamiliar with? Write them down and listen for them while viewing the episode. How are they used? Could the context they are used in explain what they mean?
3. Look at the list of idioms above. In your own words, explain what an idiom is.
4. Explain five of the idioms from the list. Are there equivalent idioms in Swedish?
5. How would you use some of the idioms from the above list in a sentence?

While viewing

Pay particular attention to the following:

1. In what context is the expression “bad trim/fresh trim” used?
2. What is the greatest challenge for a stand-up comedian, according to Evelyn?
3. How is “banter” explained in the episode?
4. How is “irony” explained in the episode?
5. Why is Linn’s joke “I don’t recognise myself” funny for a Swede but not for the English housemates?
6. What advice do Evelyn’s housemates have for Linn?
7. Tobias notices a difference between British and Swedish stand-up comedy audiences. What is that difference?
8. Why is “what do you work with” a confusing question when asking an English-speaking person about their profession?

After viewing

The following can be discussed in writing or orally, individually or in pairs/groups:

1. Evelyn argues that humour is culturally based and depends on shared frames of reference. Explain what she means by this statement. What is meant by “culturally specific references”?
2. What are some differences between British comedy and Swedish comedy according to Evelyn? How does Jane, Linn’s step-mum, explain British humour?
3. How can humour be rude and friendly at the same time?
4. How would you explain “dry humour”?
5. Is there a difference between “wit” and “humour”? How would you explain the difference? How does a dictionary explain these two concepts?
6. Is there a difference between “sarcasm” and “irony”? How would you explain the difference? How does a dictionary explain these two concepts?
7. Do you engage in banter with your friends? What does that usually sound like?
8. How are puns explained in the programme? Do you know of any puns?

Using your language (in depth)

1. The fact that humour is bound by context and difficult to translate is discussed extensively in the programme. Write a short text describing a person that you think is funny. Try to analyse why you think this person is funny. Do you share the same frames of reference as them? In what context are they funny? Would it be possible to translate their humour into other languages?



2. Find out more about puns in the English language. Where does the word pun come from? Where can we regularly find puns? Find some puns and explain why they are puns? Would they work as puns in Swedish? Prepare to give a short oral presentation on puns.
3. In your own words, retell what happens to Linn in the episode. What are her challenges? How does she deal with them? Does she overcome them? Does she receive help on the way? Does she succeed with her task in the end?

Vocabulary exercises

Synonyms

Which of the following is an alternative to the word “deliberate”. Mark the most appropriate synonym with an ‘x’.

- premeditated unintentional difficult

Which of the following is an alternative to the word “offensive”. Mark the most appropriate synonym with an ‘x’.

- powerful disrespectful fast

Which of the following is an alternative to the word “challenging”. Mark the most appropriate synonym with an ‘x’.

- demanding unplanned thoughtful

Which of the following is an alternative to the word “hilarious”. Mark the most appropriate synonym with an ‘x’.

- majestic serious funny

Which of the following is an alternative to the word “tease”. Mark the most appropriate synonym with an ‘x’.

- ridicule play sing

Complete the sentences

1. Please don't ask me to do stand-up comedy in front of an audience. That would

_____ .

A fright me out

B freak me over

C freak me out

2. I got my new shoes on sale. They were _____.

A cheap as chips

B cheap as chalk

C cheap as cheese

3. I wish I were more quick-witted. Now, by the time I have thought of something funny

to say _____ .

A the moment is missing

B I've lost momentum

C the moment is gone

4. Please take advice from my experience so that you don't have to do what I did and

_____ .

A fly it out

B find out the hard way

C find yourself

5. You will have no problems solving this problem. With your skills, it will be a

_____ .

A piece of pie

B piece of cake

C piece of pudding

Episode 2: Learning how to date the Irish

Summary

At her dad's house in Luton, Linn tells Steve and Jane that she will be going to something called "a table for six" in Dublin. She meets with a dating agent, Mairead, who gives her advice on dating in Ireland. Linn enjoys the date and has some interesting conversations with the other daters about love, religion and single life in Ireland. We also meet Joshua, an English guy who has moved to Sweden and has lots of experience of dating in London as well as in Stockholm.

Vocabulary

random	pick-up line	straight-forward
acknowledge	conservative	primary school
secondary school	innuendo	influence
dictate	contraception	rigid
recycle	stand-offish	outgoing
cringe	casual	exhausted
equivalent	special occasion	declare
annihilate	hospitality	delicate

Idioms

term of endearment	frown upon	Peter Pan living
maintain a distance	break a barrier	to get slagged
give someone a bad time	fancy someone	unheard of
take someone under your wing	to go downhill	play around with words
go down like a Led Zeppelin	make an effort	not give an inch
enjoy someone's company	pattern of behaviour	

Before viewing

Discuss the following orally or in writing, in pairs, groups or in full class:

1. What is dating like in Sweden? How do people find partners? How do you think the Swedish ways of dating/finding partners differ from or are similar to dating in other countries?
2. What phrases in the Swedish language would you use to express feelings of affection? When would you use them? What phrases in English would you use to express feelings of affection?
3. At what point in a relationship would you tell someone you loved them?
4. Have you heard any good pick-up lines? Do you use any yourself? Are they successful?

Activity

1. Look at the vocabulary list above and choose five words that you are familiar with already. Explain what these words mean, either in writing or by explaining them to a friend.
2. Look at the vocabulary list above. Are there words that you are unfamiliar with? Write them down and listen for them while viewing the episode. How are they used? Could the context they are used in explain what they mean?
3. Explain five of the idioms from the list. Are there equivalent idioms in Swedish?
4. How would you use some of the idioms from the above list in a sentence?

While viewing

Pay particular attention to the following:

1. What is Mairead's advice about telling someone you like them after a first date?
2. Until approximately when was contraception, abortion and divorce forbidden in Ireland?
3. Sometimes the Irish and the British use words such as "darling", "love", "pet" and "sweetheart" with complete strangers. How is this explained?
4. Why does Linn feel fake before going on her "table-for-six" date?
5. What is dating in Ireland like according to the "table-for-six" daters at the restaurant?
6. Why did Joshua move to Sweden?
7. How do you risk scaring off potential partners in Sweden, according to Joshua?
8. What does Linn think of the "table-for-six" date afterwards?

After viewing

The following can be discussed in writing or orally, individually or in pairs/groups:

1. Mairead argues that the Irish are generally conservative with regard to expressing their feelings and with regard to sex. How is this explained? Is it possible to say the same about the Swedish or do Swedes differ on this point (if we allow ourselves to generalise)?
2. According to the programme, the Irish can feel reluctant to express genuine feelings of affection, but at the same time, can use "love", "darling" and "sweetheart" when addressing strangers. How does that work?
3. At the "table-for-six", the daters talk about people being "recycled" very easily. What do they mean by this? Do you think the same is true for the dating scene in Sweden?
4. At the "table-for-six", one of the daters talks about her generation being a "Peter Pan generation". What do you think she means by this? Is this a culturally specific reference that can only be understood by English speakers or is it wider than that?
5. According to Joshua, what are some of the major differences between dating in the UK and dating in Sweden? Do you agree with what he says about dating in Sweden?
6. Joshua argues that using terms of endearment in a relationship is like breaking a barrier onto a next step. If you were to use terms of endearment with someone you like or love, which ones would you use? What terms of endearment would you not be comfortable using? Why?



Using your language (in depth)

1. Prepare a presentation where you explain some of the influence that the Catholic church has had on life in Ireland. Focus particularly on the use of contraception, the ban on abortion and the ban on divorce. Use resources such as the library and the Internet to find out more.
2. In pairs, act out a scene where one student is a dating agent and the other is a person looking to date. Write a script (without showing the other person) where you plan what information you need to give the other person and what information you need from that person. Act out the scene, either in front of class or on your own.
3. If you could date a celebrity, who would it be? Imagine that you could take that celebrity on a date. Write a plan for where you would take your date, what you would do and why.

Vocabulary exercises

Synonyms

Which of the following is an alternative to the word “delicate”. Mark the most appropriate synonym with an ‘x’.

- fragile delicious difficult

Which of the following is an alternative to the word “casual”. Mark the most appropriate synonym with an ‘x’.

- careful dangerous relaxed

Which of the following is an alternative to the word “random”. Mark the most appropriate synonym with an ‘x’.

- curious unplanned thoughtful

Which of the following is an alternative to the word “rigid”. Mark the most appropriate synonym with an ‘x’.

- tired ridiculous strict

Which of the following is an alternative to the word “innuendo”. Mark the most appropriate synonym with an ‘x’.

- mask suggestion comedy

Complete the sentences

1. Sometimes the British use words like “darling” and “love” when addressing complete strangers.

I understand now that they use them as _____ .

- A terms of reference
- B terms of phrase
- C terms of endearment

2. They didn't want to get too friendly, but felt they needed to _____

_____ .

- A maintain a distance
- B maintain a direction
- C make a distance

3. She was very kind to _____ .

- A take me under her wig
- B take me under her wing
- C talk me out of her wing

4. That type of behaviour is not accepted here. In fact, it is _____

_____ .

- A frowned away
- B faded away
- C frowned upon

5. I felt that we got somewhere today. We made some progress. It was like we _____

_____ .

- A broke a barrier
- B broke a back
- C baked a barrier

Episode 3: The art of non-offensive cursing

Summary

Linn talks to Steve and Jane about cursing. Both Steve and Jane admit to swearing more than they should, but there are some words they would never use. Linn visits her old friends Simon and Stuart in Sheffield. They talk about different types of swearing and offensive language and Linn learns a lot about the context of swear words that she didn't know before. We also meet Lillie who is an e-sport gamer and she is used to abusive language on the gaming scene.

Vocabulary

curse	immerse	rascal
literally	offense	offensive
innocent	forceful	profanity
excrement	insult	lenient
sibling	intervention	reckon
humiliation	degrading	equal
slur	misogynous	charged
generic	shame	re-claim
tolerance	accessible	toxicity
skills	cloak as a joke	safe space

Before viewing

Discuss the following orally or in writing, in pairs, groups or in full class:

1. What swear words do you know in English? In what contexts would you use them or not use them?
2. Make a list of the English swear words you know and arrange them in order of bad to worst.
3. Are there swear words that you find offensive? Why?
4. The title of the episode is “the art of non-offensive cursing”. Do you think it is possible to swear at someone in English, without offending them?
5. Are there differences between swearing in Swedish and swearing in English? Where do Swedish swear words stem from linguistically? Where do English swear words stem from linguistically?

Activity

1. Look at the vocabulary list above and choose five words that you are familiar with already. Explain what these words mean, either in writing or by explaining them to a friend.
2. Look at the vocabulary list above. Are there words that you are unfamiliar with? Write them down and listen for them while viewing the episode. How are they used? Could the context they are used in explain what they mean?

While viewing

Pay particular attention to the following:

1. Why is Linn more relaxed about this episode than she was with previous episodes?
2. What is Simon's favourite swear word and why does he like it?
3. Linn confesses to saying "damn it" a lot, but Simon and Stuart call that a "PG-swear word". What do they mean by that?
4. What types of swearing are considered particularly offensive, according to the episode? Why are these words more offensive than others?
5. What does the pink triangle that both Stuart and Simon have on their arms represent?
6. What part of e-sports does Lillie enjoy the most?
7. What part of e-sports does Lillie consider to be the worst?
8. At what point do girls seem to drop out of the gaming world?

After viewing

The following can be discussed in writing or orally, individually or in pairs/groups:

1. Profanity is explained as socially offensive language. What is meant by socially offensive language. Who is offended? Can profanity be acceptable in some contexts and not in others?
2. Swear words often stem from either religion, sex or excrement. Why do you think that these three areas are particularly common sources for swear words?
3. One of the interviewees argues that there are scientific studies to show that swearing can be used to release tension and alleviate anger. Why do you think people swear? Why do you swear, if you do?
4. Language is a powerful tool. Some profanity is so offensive that it can put people behind bars if used in certain contexts. Still, there is freedom of speech in Britain and Ireland as well as in Sweden. How does this work out?
5. E-sports is a male dominated field and Lillie argues that some of the language used in the context of gaming can be quite abusive. Can you find parallels to other male dominated areas in which language becomes sexualised, misogynous and abusive? Why does this happen, do you think?
6. Online bullying is a widespread phenomenon, which causes a great deal of harm to a great deal of people. How should schools deal with online bullying? How should society deal with online bullying?

Using your language (in depth)

1. Stuart and Simon discuss swear words that relate to sexual acts that historically were considered limited to sex between homosexual men. Find out when the bans on homosexuality were lifted in Sweden, Britain and Ireland respectively. In which countries in the world is homosexuality still forbidden? Consider what these types of prohibitions entail for people who identify as homosexuals. How are their lives affected?
2. In pairs, write a paper about online bullying (also called cyber bullying). How does online bullying differ from offline bullying? When does banter and joking become bullying? At what point should schools take action? Is offensive language online only morally wrong or can it be legally wrong (a crime) as well? Should online anonymity be protected?

Vocabulary exercises

Synonyms

Which of the following is an alternative to the word “lenient”. Mark the most appropriate synonym with an ‘x’.

- fake forgiving forgetful

Which of the following is an alternative to the word “humiliation”. Mark the most appropriate synonym with an ‘x’.

- sympathy embarrassment misery

Which of the following is an alternative to the word “immerse”. Mark the most appropriate synonym with an ‘x’.

- bake bathe dry

Which of the following is an alternative to the word “insult”. Mark the most appropriate synonym with an ‘x’.

- humour repeat disrespect

Which of the following is an alternative to the word “innocent”. Mark the most appropriate synonym with an ‘x’.

- broke suspicious blameless

Antonyms

Which of the following is an alternative to the word “generic”. Mark the most appropriate synonym with an ‘x’.

- general specific athletic

Which of the following is an alternative to the word “industrial”. Mark the most appropriate synonym with an ‘x’.

- busy fast rural

Which of the following is an alternative to the word “tolerant”. Mark the most appropriate synonym with an ‘x’.

- sympathetic optimistic narrow-minded

Which of the following is an alternative to the word “literally”. Mark the most appropriate synonym with an ‘x’.

- figuratively repeatedly awfully

Which of the following is an alternative to the word “rude”. Mark the most appropriate synonym with an ‘x’.

- rare polite rough

Episode 4: Understanding the impact of accents

Summary

Linn, Steve and Jane talk about accents and Linn tells Steve and Jane that she is going to Cambridge University for an assessment interview. We meet Otis Mensah who is Sheffield's own Poet Laureate and Lina, Frida and Naman who are Swedish students at Cambridge University. They all talk to Linn about language and what a person's accent possibly could signify. Linn has her interview and learns that the communication of ideas is more important than the grammar or the accent through which those ideas are conveyed.

Vocabulary

hierarchy
common
benefits
proper
prejudice
perceived
community
tutor
elaborate

posh
commoner
appointment
population
lack
potent
misguided
interact
well-spoken

elongate
assessment
sociolect
feature
vulnerability
judgement
mistreatment

Concepts

social status
Poet Laureate
make an effort
societal system
mind your language

socioeconomic status
solar eclipse
Right Honourable
sufficient damage
mind your Ps and Qs

preconceived idea
walk of life
social sciences
undergraduate programme

Before viewing

Discuss the following orally or in writing, in pairs, groups or in full class:

1. What do you know about English accents in Britain? Make a list of the English accents that you know. Can you imitate some of them?
2. Do you think that the way you speak, your accent, affects how people perceive you? If yes, how so?
3. Is it possible to speak too posh in certain contexts or not posh enough in others? Explain.
4. Do you adapt and adjust your own accent (either in Swedish or English) according to context? If you do, why? And if you don't, why not?
5. Would you say that various accents within a language are subject to an implicit hierarchy or do they all have the same status? Would it be the same for English and Swedish?

Activity

1. Look at the vocabulary list above and choose five words that you are familiar with already. Explain what these words mean, either in writing or by explaining them to a friend.
2. Look at the vocabulary list above. Are there words that you are unfamiliar with? Write them down and listen for them while viewing the episode. How are they used? Could the context they are used in explain what they mean?
3. Look at the list of concepts above. How would you use some of the concepts above in a sentence?

While viewing

Pay particular attention to the following:

1. What is significant about the London accent, according to some of the interviewees in the programme?
2. What is a sociolect?
3. There are several terms to signify so-called “posh English”. What are these terms? What characterises this type of accent (other than it being considered posh)?
4. How does Otis Mensah categorise the type of music he produces?
5. What does being Poet Laureate entail?
6. Frida argues that it can be an advantage to live in a country where the majority language is your second language. What are those advantages, according to Frida?
7. How does Sam Lucy (Linn’s assessor at Cambridge) explain Social Sciences?
8. Linn mishears or misinterprets Sam’s first question. In what way does she get it wrong?

After viewing

The following can be discussed in writing or orally, individually or in pairs/groups:

1. Accents are sometimes considered indicators of social status. Do you think there is truth to such a correlation and what could be some potential problems if there is? Would it be the same for English and Swedish?
2. Some of the interviewees claim to adjust their accent depending on the context they are in. What types of various contexts would warrant a change of accent do you think? Would it be the same for Swedish as for English? Could this type of adjustment be connected to cultural characteristics?
3. In reference to people, the word “common” is brought up. Otis Mensah mentions that he doesn’t like the word “common”. Why is this a problematic term? What type of baggage is attached to it? Is there an equivalent word in Swedish?
4. How would you define “correct” English? Is there a connection between correct English and accent?
5. Naman argues that in the UK, society can be considered more hierarchical than the language itself. Explain what he means by this. Do you agree? Would you say that society in the UK is more hierarchical than society in Sweden? Explain your answer.
6. Accents are sometimes met with prejudice. Think of various accents in the English-speaking world. Do you find that some activate preconceived ideas about the speakers of them?

Using your language (in depth)

1. Imagine that you have been titled Poet Laureate for your hometown. You have been commissioned to perform at your town's 500-year birthday celebrations. You can perform with a text in any genre (a poem, a song lyric, a story etc.). Compose the text as an homage to your town into the genre of your choice and present it to the rest of your class.
2. Imagine that you are a journalist for a travel magazine and you have been commissioned to write an article about some of the most well-known accents in England (for example, Cockney, Geordie, Scouse and Brummagem). Do some research on the accents that you choose and write a journalistic story about these accents. Where are they spoken? What is characteristic of them? Are there celebrities that speak in those accents? Are there preconceived ideas connected with them? Remember that your job as a travel magazine journalist is to spark an interest.

Vocabulary exercises

Synonyms

Which of the following is an alternative to the word “elongated”. Mark the most appropriate synonym with an ‘x’.

- narrowed extended thinned

Which of the following is an alternative to the word “proper”. Mark the most appropriate synonym with an ‘x’.

- property political appropriate

Which of the following is an alternative to the word “perceive”. Mark the most appropriate synonym with an ‘x’.

- regard partake receive

Which of the following is an alternative to the word “potent”. Mark the most appropriate synonym with an ‘x’.

- violent powerful patient

Which of the following is an alternative to the word “prejudice”. Mark the most appropriate synonym with an ‘x’.

- bias respect fault

Identify the concept based on the definition

1. A phenomenon that occurs when the sun is fully or partially blocked by the Earth.

2. An artist or writer especially commissioned to pay tribute to a town, region or country through their art.

3. A title that conveys esteem and respect for position or rank when addressing a person (usually in Parliament in the UK).

4. First cycle studies at university.

5. A rough estimate of the combination of a person's education, occupation and income.

Episode 5: Learning to be polite – the hard way

Summary

At home in Luton, Linn asks dad Steve and step-mum Jane if she was polite when she first came to England as a child. She wasn't. They talk about the differences in the languages and cultures between Sweden and the UK and Ireland with regard to politeness. Linn tells Steve and Jane that she is going to Ireland to learn more about politeness and sportsmanship by playing cricket and rugby. We also meet the MMA fighter Pannie Kianzad who competes in the US and who talks about the importance of sportsmanship and politeness in the sport's world.

Vocabulary

polite
coach
gear
ignore
response
persuade
combat
gum shield

encourage
sportsmanship
manners
creepy
impolite
exhausted
British Empire
justified

participate
bat
rude
retaliate
rugby
rough
ethos

Idioms

get your point across
easy-peasy
not the done thing
stand your ground
good/bad manners

that's not cricket
gentleman's sport
go ballistic
soften the tone
spirit of the game

fair play
offer a helping hand
get smashed
kill with kindness

Before viewing

Discuss the following orally or in writing, in pairs, groups or in full class:

1. What is politeness to you?
2. Compare English and Swedish ways of being polite through language. Is there a difference do you think? Is there an equivalent for the English word "please" in Swedish?
3. Do you think politeness is important? Why or why not?
4. What do you think sportsmanship is? How does it relate to politeness?
5. How do you react when someone is rude to you? Do you say something to them about their behaviour? Why or why not?

Activity

1. Look at the vocabulary list above and choose five words that you are familiar with already. Explain what these words mean, either in writing or by explaining them to a friend.
2. Look at the vocabulary list above. Are there words that you are unfamiliar with? Write them down and listen for them while viewing the episode. How are they used? Could the context they are used in explain what they mean?
3. Look at the list of idioms above. How would you use some of the idioms above in a sentence?

While viewing

Pay particular attention to the following:

4. Why is cricket called a gentleman's game, according to Kamil?
5. What are some examples of impolite behaviour when interacting with others, according to the interviewees?
6. How does Pannie Kianzad define politeness?
7. What is it that Linn likes about the mentality of rugby?
8. Why is it that Swedes may come across as a bit rude in an English-speaking context?
9. What are some strategies that can be used in order to sound polite when speaking English?
10. How does the bartender Linn speaks with deal with rude customers?
11. Linn comes to the conclusion that being polite can get you quite far. What does she mean by this. Can you give examples from your own experiences?

After viewing

The following can be discussed in writing or orally, individually or in pairs/groups:

1. Is it possible to be too polite? Explain your answer.
2. Is politeness bound by context? Would you expect the same level of politeness from everyone around you regardless of how well you know them? Do you think this might be different for Swedish people and for people in English-speaking countries?
3. How do people in Britain and Ireland show good manners towards each other? How do people in Sweden show good manners towards each other?
4. Is politeness a generational thing? Are older people more polite than younger people or is the other way around? Do you think that manners in society in general have changed during your lifetime?
5. What is "fair play" to you? Is it an expression that could be used in several contexts, not just sports? Give some examples of contexts in which this expression could be used.
6. Good sportsmanship involves dealing with disappointment and not begrudging other people their success. Are you a good sport? How do you deal with losing?
7. Cricket is played in many countries and is especially popular in countries that used to belong to the British Empire. What countries around the world used to belong to the British Empire. Are there still countries that are connected to Britain in formal ways? Which countries and how are they connected?
8. One strategy for dealing with rude behaviour is to "kill with kindness". What is meant by this? Can you think of examples where you could have "killed with kindness" someone who was rude to you? How would you go about it?

Using your language (in depth)

1. Do some research on the Commonwealth. How does the Commonwealth work? Do Commonwealth countries enjoy benefits by being part of the Commonwealth? Does Britain gain from the Commonwealth? How did the Commonwealth come together historically. Prepare to give a presentation on your findings.
2. Imagine that you are a playwright writing a script for a TV-series. The scene you are writing involves a parent and a teenager and they are having a discussion about manners where the parent is trying to persuade the teenager to behave politely towards strangers and the teenager can't see the point. Write the scene as a dialogue between these two characters. Enrol two of your peers to act out the scene you have created.
3. Politeness and good manners are not parts of our behaviour that are governed by law. Rather, they are socially constructed and appeal to our morality and sense of consideration. Do you think politeness and manners are necessary constructs in a society? Why or why not? What function could politeness serve in society? Discuss in groups.

Vocabulary exercises

Synonyms

Which of the following is an alternative to the word “retaliate”. Mark the most appropriate synonym with an ‘x’.

- reciprocate compensate reward

Which of the following is an alternative to the word “rough”. Mark the most appropriate synonym with an ‘x’.

- hazy rich harsh

Which of the following is an alternative to the word “justified”. Mark the most appropriate synonym with an ‘x’.

- criticized supported tightened

Which of the following is an alternative to the word “combat”. Mark the most appropriate synonym with an ‘x’.

- battle gathering compact

Which of the following is an alternative to the word “ethos”. Mark the most appropriate synonym with an ‘x’.

- ethics philosophy symphony

Complete the sentences

1. If you truly believe in something you should stick to your beliefs and _____

_____ .

- A stand your ground
- B stand your gold
- C stake your good

2. Sometimes I can't find the right words. It's frustrating because I want to _____

_____ .

- A get my point around
- B get a gate across
- C get my point across

3. The lady was very kind when my car broke down. She offered me _____

_____ .

- A a helping hand
- B a handy hand
- C a helping head

4. Following the rules and showing good sportsmanship is all in the _____

_____ .

- A spirit of the flame
- B spirit of the game
- C mind of the game

5. We expect players to show good manners. Cursing at and harassing the other team is

_____ .

- A not the done time
- B not the down thing
- C not the done thing

Episode 6: Surviving a lack of vocabulary

Summary

Talking with her dad Steve and step-mum Jane, Linn reveals that she is going horseback riding in Wales and that she is a little bit concerned about the terminology. Before that, however, Linn takes a driving lesson in Dublin and then meets with Beca Glynn who is a sheep farmer in Wales. We also meet Olive Olin, who is originally Swedish, but has become a real Londoner, living and working with music production in the heart of the city.

Vocabulary

engineering	clutch	gear
left-hand side	roundabout	give way
indicator	incomprehensible	non-standard
merge	Celtic	Germanic
muffled	ewe	ram
in lamb	comprise	native speaker
clarify	grasp	estimate
groom	hoof	highlight
withers	girth	bridle
vocabulary	cram	trot
bog	canter	

Idioms

keep a stiff upper lip	need a feed	mark a lamb
speak the same language	communication is key	picture oneself
put to the test	be up to scratch	go flat out

Before viewing

Discuss the following orally or in writing, in pairs, groups or in full class:

1. How important is it to find the right words when speaking English? What do you do when you can't find the right words, but still want to get your point across?
2. Do you have contexts in your life where a particular terminology is used? Is it used only there? Would someone, not familiar with that context, understand the specific terminology?
3. Have you been in English-speaking situations when you haven't quite understood what people are talking about. What do you do in situations like that?
4. Language evolves all the time and new words are constantly needed. Can you think of any English words that are used now but that didn't exist approximately ten years ago?
5. How many words do you think there are in the English language? Is it even possible to keep count?

Activity

1. Look at the vocabulary list above and choose five words that you are familiar with already. Explain what these words mean, either in writing or by explaining them to a friend.
2. Look at the vocabulary list above. Are there words that you are unfamiliar with? Write them down and listen for them while viewing the episode. How are they used? Could the context they are used in explain what they mean?
3. Look at the list of idioms above. How would you use some of the idioms above in a sentence?

While viewing

Pay particular attention to the following:

1. Is there an equivalent to “högerregeln” in Irish traffic?
2. Is there an equivalent to “blixtlåsprincipen” in Irish traffic?
3. What happened with the Celtic languages when Nordic and Germanic invaders took domination over Britain and Ireland?
4. What languages other than English are spoken in Ireland and Wales?
5. Beca Glyn explains that it is good to get the newborn sheep out onto the fields as soon as possible. Why is that good?
6. Why are the sheep and lamb marked?
7. What does Olive Olin do when she doesn't understand someone?
8. What is the difference between canter and gallop, according to Elin Daly?

After viewing

The following can be discussed in writing or orally, individually or in pairs/groups:

1. One of the interviewees argues that the Glasgow accent is the most difficult to understand because it is dialectal. What does he mean by it being dialectal?
2. Why is the Welsh language called Cymraeg? What does being an “official language” entail?
3. Consider the effects of having more than one official language in a country/region. How does it work in practice? What would be the language spoken in schools and public authorities?
4. Sometimes the language we speak well, our first language, is connected to our identities and when we speak another language that is not our first language, we may feel a bit different? Do you feel like a slightly different person when you speak a language that isn't your first language? Why do you think this happens to some people?
5. Language is often considered “fresh produce” in that it needs to be kept up in order to function fully. Is it possible to keep two languages going at the same time? Can one person have two first languages and be equally strong in both? What could be some circumstances that affect this?
6. Olive Olin argues that communication is key in her line of business. A shared language is often a good means of communication. But do you think language could cause barriers between people? Explain your answer.
7. One of the strategies recommended when you cannot find the right words is to use body language. Is body language universal? Can you think of examples where body language means different things in different parts of the world?

8. Linn comes to the conclusion that it is never too late to learn new words. Can it be too late to learn a new language? Is it possible for adults to learn a new language so well that they sound like native speakers?

Using your language (in depth)

1. In pairs or groups, prepare to conduct interviews with each other where you ask each other about your language experiences in English. Have you ever felt that your English isn't good enough? What do you do when you don't understand someone? Can you think of examples when you got stuck in the language? What did you do then? Imagine that the interview is recorded for television and the target audience is younger learners of English.
2. Irish is an official language in Ireland and Cymraeg is an official language in Wales. What are the statuses of these two languages in Ireland and Wales. Do some research on how these two languages have been viewed historically and how they are viewed now. Is there a risk or has there been risk that these languages become extinct? If so, how can minority languages survive within a country where there is a majority language. Prepare to give a presentation on these matters concerning Irish and Cymraeg.
3. Language learning is all about learning from one's mistakes. Imagine that you are putting together a book of fun anecdotes of what people have said wrong due to language issues. You can interview your parents, siblings, friends and teachers and ask them to share with you their stories about language mishaps. This could be a fun book of anecdotes to present in class.

Vocabulary exercises

Synonyms

Which of the following is an alternative to the word “comprise”. Mark the most appropriate synonym with an ‘x’.

- contain curtain compare

Which of the following is an alternative to the word “incomprehensible”. Mark the most appropriate synonym with an ‘x’.

- laughable invisible unclear

Which of the following is an alternative to the word “estimate”. Mark the most appropriate synonym with an ‘x’.

- intrusion assessment entrance

Which of the following is an alternative to the word “highlight”. Mark the most appropriate synonym with an ‘x’.

- secret highway focus

Which of the following is an alternative to the word “cram”. Mark the most appropriate synonym with an ‘x’.

- overcrowd creep cry

Complete the sentences

1. It's been a long time since I spoke French. I don't really feel _____
_____.

- A up to stand
- B up to scratch
- C in to scratch

2. Sometimes, when we feel embarrassed, sad or nervous, we don't want to show it. Instead,
we keep a _____.

- A stiff upper lip
- B stiff upper mouth
- C stale upper lip

3. This will never work if we keep misunderstanding each other. We really need to _____
_____.

- A stand the same language
- B speak the same dialect
- C speak the same language

4. The new car is very fancy, but before we know if it's any good we need to _____
_____.

- A play it to test
- B put it to the test
- C put it in the game

5. I've never done this before. It was never something I could _____
_____ doing.

- A picture myself
- B paint myself
- C partake myself