

# Keep your English up to date 2

## Teacher's pack

Lesson plan and student worksheets  
with answers

### Chav



# **BBC WORLD SERVICE** LEARNING ENGLISH



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# BBC Learning English – Keep your English up to date

## Lesson Plan: Teacher's notes

### Chav

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1. Level, topic, language, aims, materials
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4. Audio script
5. Student worksheets 1, 2, 3

**Level:** Intermediate and above

**Topic:** Social tribes and appearance

**Aims:** Listening skills – A short talk

Language – ‘Chav’ and other pejorative terms

**Materials:** Worksheet 1 – Introductory speaking and vocabulary exercises,  
Listening section 1  
Worksheet 2 – Listening section 2  
Worksheet 3 – Extra work: Vocabulary and language  
Audio script – Available in teacher’s notes  
Recording of the talk – Available online at [bbclearningenglish.com](http://bbclearningenglish.com)

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## Lesson Plan: Teacher's notes

### Chav

#### LESSON STAGES

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##### A

Explain to the students that they are going to listen to a talk by Professor David Crystal, an expert on the English language, and that the talk is about the way English is changing. This particular talk is about the word 'chav'.

##### B

Hand out **Student Worksheet 1**. Students do **Speaking, Exercise 1** in small groups or pairs.

##### C

Students do **Vocabulary, Exercise 2** - without dictionaries at first.  
Practise the pronunciation of the vocabulary, as they will hear it in the talk.

##### D

Students read **Listening: Section 1, Exercise 3** and then listen to Section 1 of the talk.  
They answer the questions 'a' and 'b'.

Students listen again and do **Listening: Section 1, Exercise 4**.

##### E

Hand out **Student Worksheet 2**  
Students read **Listening: Section 2, Exercise 5** and then listen to Section 2 of the talk.  
They answer questions 'a' and 'b'.

##### F

Students try to answer **Listening: Section 2, Exercise 6**. They listen again to Section 2 to check/complete their answers.

##### G

If you wish to do some extra work with the class, hand out **Student Worksheet 3**

For the vocabulary exercise, give the students copies of the audio script and play the complete talk as they read.

The language work focuses on other pejorative words that are used to describe types of people.

The final discussion activity is connected to the topic of the lesson – social tribes.

**AUDIO SCRIPTS**

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**Listening Section 1**

Chav. It came to the fore as a word in 2005 really, I didn't remember hearing it much before that. It refers to a type of youth, supposedly uncultured, maybe a bit anti-social, perhaps even violent, but certainly marked out, at least from the point of view of the critic, by very bad taste. Chavs are supposed to wear a lot of flashy jewellery, white trainers, baseball caps, sham designer clothes, girls expose a lot of midriff ... nothing racial about it all, I should say.

Now, whether it's cool or not to be a chav, I couldn't say, at least, not at my age! I find the linguistics much more interesting. It's a problem though, the linguistics.

**Listening Section 2**

Where does the word come from? It's been around since the 19<sup>th</sup> century. Lexicographer Eric Partridge mentions it in his huge dictionary of slang and unconventional English. He talks about it coming from Romany (the language of the gypsies), 'chavy' – a child, or 'chaval' – a boy. And then later it was used for 'men' as well.

But nobody knows who's reactivated it in recent times. It's a noun, 'a chav', 'chavs', and also an adjective - people talk about 'chav behaviour' or 'chav insults' and that sort of thing. Oh, don't believe the popular etymologies that you read sometimes in the press and on websites ... I saw one the other day, people said, 'It's an acronym, 'chav', from council house and violent' – well, no, it isn't, that was made up in recent times. Appealing as these etymologies are, they're nothing to do with the real Romany history of this very interesting word.

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## Lesson Plan: Teacher's notes

### Chav

#### ANSWER KEY

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#### VOCABULARY

##### Exercise 2

- |                         |  |
|-------------------------|--|
| a. <b>anti-social</b>   | not caring for other people, or harmful to society   |
| b. <b>flashy</b>        | appearing expensive, but without style and good taste  |
| c. <b>cool</b>          | fashionable and trendy, particularly for young people  |
| d. <b>gypsies</b>       | a group of people who traditionally live and travel in caravans; they are often known as Romany people |
| e. <b>etymology</b>     | the history of a word  |
| f. <b>council house</b> | accommodation provided by the local government at a low rent; usually for people on low incomes        |

#### LISTENING: SECTION 1

##### Exercise 3

- a. young people
- b. i. Books and libraries    iv. Bowler hats    v. politeness and modesty

##### Exercise 4

- a. True – ‘at least from the point of the view of the critic, by very bad taste.’
- b. False – ‘nothing racial about it at all’
- c. False – ‘I couldn’t say, at least, not at my age!’

#### LISTENING: SECTION 2

##### Exercise 5

- a. a child (chavy), a boy (chaval), men
- b. ii. As a noun and as an adjective

##### Exercise 6

- a. True – ‘it’s been around since the 19<sup>th</sup> century’
- b. True – ‘nobody knows who’s reactivated it in modern times.’
- c. False – ‘don’t believe the popular etymologies’

# **BBC Learning English – Keep your English up to date**

## **Lesson Plan: Teacher's notes**

### **Chav**

#### **EXTRA WORK**

#### **VOCABULARY**

##### **Exercise 7**

- a. came to the fore
- b. sham
- c. insults

#### **LANGUAGE**

##### **Exercise 8**

- a. toff
- b. townie
- c. yuppie
- d. luvvy
- e. the chattering classes
- f. country bumpkin

## WORKSHEET 1

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### SPEAKING

#### 1. Discuss these questions with a partner

- a. Is it possible to know what someone is like just from their appearance (can you judge a book from its cover)?
- b. In your country, do certain clothes mean certain things or indicate certain lifestyles?
- c. How do you choose your clothes? Is current fashion important to you?
- d. Do you like to look the same as other people or different?

### VOCABULARY

#### 2. Match these words and phrases to their definitions

- |                         |   |
|-------------------------|---|
| a. <b>anti-social</b>   | fashionable and trendy, particularly for young people   |
| b. <b>flashy</b>        | not caring about other people and their feelings, or harmful to society                           |
| c. <b>cool</b>          | appearing expensive, but without style and good taste   |
| d. <b>gypsies</b>       | accommodation provided by the local government at a low rent; usually for people on low incomes   |
| e. <b>etymology</b>     | a group of people who traditionally live and travel in caravans; they are often known as Romanies |
| f. <b>council house</b> | the history of a word   |

## LISTENING SECTION 1

**3. Now, listen to Professor Crystal talking about the use of the word 'chav' in English and answer these questions.**

- a. Is the word used to describe old or young people?
  
- b. Which of these things are NOT associated with chavs?
  - i. Books and libraries
  - ii. Gold neck chains and large rings
  - iii. Casual clothes
  - iv. Bowler hats
  - v. Politeness and modesty

**4. Listen to Section 1 again and decide if the following statements are true or false, according to Professor Crystal.**

- a. People use the word 'chav' to criticise other people.
- b. This use of the word is connected to ethnic groups and racial prejudice.
- c. Professor Crystal thinks it is fashionable to be a chav.

## WORKSHEET 2

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### LISTENING SECTION 2

- 5. Listen to Section 2 of the talk and answer this question.**
- a. Professor Crystal talks about the history of the word and its use in Romany. What are the three Romany meanings connected to ‘chav’?
  - b. Nowadays, how is the word used grammatically?
    - i. As a verb and as a noun
    - ii. As a noun and as an adjective
    - iii. As an adjective and as a verb
- 6. Listen again to Section 2. Are the following sentences true or false?**
- a. The word first appeared in English in the 1800s.
  - b. The reasons behind the modern reappearance of the word are not clear.
  - c. Professor Crystal thinks the other, non-Romany, etymologies might be true.

## WORKSHEET 3 - EXTRA WORK

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### VOCABULARY

7. Find the verbs/verb phrases in the text that have the following meanings.

- a. became prominent or noticeable
- b. fake; not real
- c. a rude or offensive remark or comment

### LANGUAGE

8. The word 'chav' is generally used in a critical or negative way. Try to match these other pejorative terms to the explanations below

|        |                        |        |
|--------|------------------------|--------|
| townie | the chattering classes | toff   |
| luvvy  | country bumpkin        | yuppie |

- a. This refers to a posh person; someone who belongs to the upper classes. It comes from the expression 'toffee nosed' which means that someone is a snob.
- b. This refers to someone from the city; not from the countryside. People who live in the country use it to show that someone is an outsider and does not understand rural life.
- c. This is a young, urban professional. It often implies that the person is wealthy and selfish.
- d. This refers to actors and other artistic people, perhaps because actors often address each other with the term 'love'.
- e. These are educated middle-class people who like to discuss politics and social issues. The sense is that these people talk about important things, but perhaps don't do much about them.
- f. This refers to someone from the countryside; not from the city. People who live in the city use it to show that someone is an outsider and does not understand urban life.

### DISCUSSION

**9. Chavs are an identifiable group of people in a society (British society). We can identify them by their clothes, behaviour and attitudes. They are a social tribe. In your culture and society, what different groups can you identify? Describe them to your partner. What do they look like? What things do they usually do? What do they do in their free time? etc.**

Think about...

...young people - different groups associated with different music and fashion

...politics – for example, supporters of green politics often behave in certain ways

...social class – upper/middle/lower classes

...money – rich/poor, new/old money