

Keep your English
up to date 2



Teacher's pack

Lesson plan and student worksheets with answers



Wicked



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Lesson Plan: Teacher's notes

Wicked

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Level: Intermediate and above

Topic: Adults and children

Aims: Listening skills – A short talk

Language – ‘Wicked’ and other colloquial adjectives

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

This plan was downloaded from:

bbclearningenglish.com/radio/specials/1130_uptodate2/page18.shtml

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LESSON STAGES

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 'wicked'.

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 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 colloquial adjectives. Don't give the answers to **Exercise 8a** until the students have completed **Exercise 8b**.

The final discussion activity is connected to the language work – a selection of questions that use the colloquial adjectives from the lesson.

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AUDIO SCRIPTS

Listening Section 1

Wicked! Note the intonation. It means 'wonderful', 'great', 'cool', 'splendid'. It came into English from United States' black slang in the 1980s or maybe earlier. Certainly it arrived in Britain in the late 1980s. It was part of a trend which goes back decades to use bad words to mean good concepts, or the other way round. I mean you might remember saying, 'that's great!' meaning 'it isn't great'. And always there's been this use of the word 'naughty' to mean 'nice'. So it's part of a general trend.

It's mainly used as an adjective in front of a noun, you know, 'we had a wicked time!' Or, of course, you can use it on its own, just saying, you know, 'wicked!' as a reaction – that's how youngsters use it.

Listening Section 2

And youngsters, of course, knowing that grown ups are now using it as well have decided to use other bad words in the same sort of way – I've heard from young people in the last couple of years words like 'evil' meaning 'good', you see, or 'brutal' meaning 'good'.

Wicked is still around. It's meant, of course, that the traditional sense of wicked is now being squeezed out, much as 'gay' made it difficult to use the traditional sense of 'merry' or 'cheerful' when it started to be used in reference to homosexuals. So with wicked, tone of voice is the only way to make the distinction between the old meaning and the new meaning, and even that's ambiguous sometimes, so you have to be careful, and pay very careful attention to the context.

And notice that the word is extending its use. The other day, for the first time, I heard somebody say, 'wicked cool' meaning 'very cool'.

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ANSWER KEY

VOCABULARY

Exercise 2

- a. **intonation** tone of voice; the way someone says something to give extra feeling
- b. **a trend** a change over time, perhaps an increase or decrease
- c. **youngsters** teenagers and children
- d. **grown ups** adults
- e. **ambiguous** the meaning is not clear
- f. **the context** the situation in which something occurs

LISTENING: SECTION 1

Exercise 3

- a. good / excellent – ‘great, cool, splendid.’
- b. bad – evil / morally wrong / dangerous

Exercise 4

- a. True – ‘It came into English from United States’ black slang’
- b. False – ‘It was part of a trend which goes back decades’
- c. False – ‘It’s mainly used as an adjective in front of a noun...Or, of course, you can use it on its own’

LISTENING: SECTION 2

Exercise 5

- a. Evil and brutal
- b. i. intonation
iv. the situation the word is being used in

Exercise 6

- a. True – ‘youngsters, of course, knowing that grown ups are now using it as well have decided to use other bad words in the same sort of way.’
- b. False – ‘It’s meant, of course, that the traditional sense of wicked is now being squeezed out.’
- c. True – ‘notice that the word is extending its use.’

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EXTRA WORK

VOCABULARY

Exercise 7

- a. concepts
- b. is now being squeezed out – to squeeze something out
- c. pay very careful attention – to pay attention to something

LANGUAGE

Exercise 8a

If possible don't give these answers until students have tried **Exercise 8b**

- | | | |
|---|---|--------------------------------|
| 1 | Awesome – how exciting something is: | positive – very exciting |
| 2 | Clueless – someone's knowledge: | negative - unknowledgeable |
| 3 | Hip – how fashionable something is: | positive - fashionable |
| 4 | Miffed – someone's state of anger : | negative – irritated and angry |
| 5 | Shady – someone's honesty | positive – untrustworthy |
| 6 | Skinny – physical appearance: | negative - very thin |
| 7 | Handy – the convenience of something : | positive - convenient |
| 8 | Chuffed – someone's state of happiness: | positive – pleased and proud |

Exercise 8b

- a. hip
- b. chuffed
- c. miffed
- d. shady
- e. skinny
- f. awesome
- g. handy
- h. clueless

WORKSHEET 1

SPEAKING

1. Discuss these questions with a partner

- a. Which of these things do you associate with adults or with young people – children and teenagers - or with both? Why?

work study ice cream pop music classical music
playing politics theatre cinema restaurants

- b. What differences are there between adults and young people with regard to the following things?

- | | |
|--------------------------------|------------------------|
| i. entertainment and free time | iv. friends and family |
| ii. how and what they learn | v. play and laughter |
| iii. how they spend money | vi. language |

- c. How would you describe the general relationship between adults and young people in your society? Are there any tensions or problems? How much respect is there?

VOCABULARY

2. Match these words and phrases to their definitions

- | | |
|-----------------------|---|
| a. intonation | children and teenagers |
| b. a trend | the meaning is not clear |
| c. youngsters | a change over time, perhaps an increase or decrease |
| d. grown ups | the situation in which something occurs |
| e. ambiguous | adults |
| f. the context | tone of voice; the way someone says something to give extra feeling |

LISTENING SECTION 1

3. Now, listen to Professor Crystal talking about the use of the word ‘wicked’ in English and answer these questions.

a. What meaning of wicked does Professor Crystal give?

b. What do you think is the original meaning of ‘wicked’?

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

a. This new use of ‘wicked’ comes from American Afro-Caribbean slang.

b. Using a word with an opposite meaning of its true meaning is a recent phenomenon.

c. We only use wicked as an adjective with other words - nouns.

WORKSHEET 2

LISTENING SECTION 2

5. Listen to Section 2 of the talk and answer this question.

- a. What other words are youngsters using to mean ‘good’?

- b. Which two things do we use to understand which meaning of ‘wicked’ is being used?
 - i. intonation
 - ii. loudness/volume of voice
 - iii. the look on someone’s face
 - iv. the situation the word is being used in

6. Listen again to Section 2. Are the following sentences true or false?

- a. Young people use different slang words once adults start using the first slang words.
- b. The old meaning of wicked is surviving easily.
- c. New uses of wicked are appearing.

WORKSHEET 3 - EXTRA WORK

VOCABULARY

7. Find the phrases in the text that have the following meanings.

- a. ideas
- b. being replaced or forced out of existence
- c. concentrate on something

LANGUAGE

8a. Which of these colloquial or slang adjectives do you think have positive or negative meanings? A hint about the use of the adjectives is given.

- 1 Awesome – how exciting something is
- 2 Clueless – someone's knowledge
- 3 Hip – how fashionable something is
- 4 Miffed – someone's state of anger
- 5 Shady – someone's honesty
- 6 Skinny – physical appearance
- 7 Handy – the convenience of something
- 8 Chuffed – someone's state of happiness

8b Complete these sentences with words 8a. Then decide if your guesses about the positive/negative meaning of the words are correct.

- a. Rap music is very popular these days. It's very ____.
- b. She's really ____ because she won the singing competition.
- c. He's a bit ____ because he didn't win the singing competition
- d. Don't buy a car from him – he's really _____. You can't trust him.
- e. I know he wanted to lose some weight, but he is too ____ now. He needs to eat more!
- f. Snowboarding is great. We had a totally ____ day doing it today!
- g. It's so ____ living near an underground train station. It only takes me twenty minutes to get to work now.
- h. Don't ask him to prepare the budget. He's ____ when it comes to maths and numbers.

DISCUSSION

9. Discuss these questions with your partner.

- a. What's hip and what's not at the moment?
- b. When did you last feel chuffed?
- c. When did you last feel a little miffed?
- d. Is there anything you have done or seen recently that has been totally awesome?
- e. What professions are often stereotypically associated with shady characters?
- f. What's the most wicked Internet site?
- g. Are you clueless when it comes to maths and numbers? Or repairing bicycles and cars? Or classical music?
- h. Are fashion models too skinny?