

## JIGSAW LESSON PACK (Ready to Print)

### Topic: Language and Society in Youth Culture (Ages 16–18)

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#### PART 1: STUDENT WORKSHEETS

##### Worksheet 1: Warm-Up

##### Think – Pair – Share

1. How does the way you speak show who you are? .....  
.....
  2. Do young people speak differently than adults? Give examples.  
.....
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##### Worksheet 2: Expert Group Task Sheet

Your Topic: \_\_\_\_\_

##### Step 1: Read & Understand

Write 3–5 key ideas:

- .....
- .....
- .....
- .....

##### Step 2: Key Vocabulary

Write 3 important words + definitions: 1. \_\_\_\_\_ = \_\_\_\_\_ 2.  
\_\_\_\_\_ = \_\_\_\_\_ 3. \_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_

##### Step 3: Real-Life Example

Give one example from your life or media: .....

##### Step 4: Prepare to Teach

Explain your topic in SIMPLE English (max 5 sentences): .....  
.....

##### Step 5: Discussion Question

Write ONE question for your group: .....

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### Worksheet 3: Home Group Summary Grid

Topic	Key Idea	Example	Why It Matters
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Sociolinguistics

Linguistic Worldview

Inclusive Language

Anglicisms

Future of Languages

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### Worksheet 4: Group Project

Main Question:

**How is youth language changing society today—and what might happen in the future?**

Your Group Answer:

1. Main idea: .....
  2. Connections between topics: .....
  3. Examples: .....
  4. Prediction for the future: .....
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- 

### Worksheet 5: Exit Ticket

1. One new thing I learned: .....
  2. One question I still have: .....
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## PART 2: SIMPLIFIED READING TEXTS

### 1. Sociolinguistics in Youth Life

Young people often use language to show who they are. They use slang, new words, and different styles when talking to friends. Language can show group identity, for example gamers, students, or online communities. Social media also changes how young people speak and write.

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### 2. Linguistic Worldview

Language can influence how we see the world. For example, some languages have many words for colors or emotions. This can change how people notice and think about things. This idea is called the Sapir-Whorf hypothesis.

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### 3. Inclusive Language

Inclusive language tries to include everyone and avoid discrimination. For example, instead of saying “fireman,” people say “firefighter.” It also includes gender-neutral language like “they” instead of “he/she.” This helps people feel respected.

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### 4. Anglicisms in Youth Language

Many young people use English words in everyday speech, like “cool,” “challenge,” or “cringe.” This happens because of the internet, music, and movies. Some people think this is natural, others worry it changes national languages too much.

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### 5. Future of National Languages

Some languages are disappearing because fewer people speak them. English is becoming very global. However, many people try to protect their languages through education and culture. Technology can both help and harm languages.

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## **PART 3: TEACHER SCRIPT (STEP-BY-STEP)**

### 0–20 min: Warm-Up

Teacher says: “Today we will explore how language shapes our lives and identity.”

Ask students:

- How do you speak with friends vs teachers?
- Why do you think language changes?

Students complete Worksheet 1.

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### 20–30 min: Form Groups

- Create groups of 5
- Assign each student one topic

Say: “You will become an expert in one topic and teach others.”

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### 30–90 min: Expert Groups

Students move into expert groups.

Teacher instructions: “Read your text, complete Worksheet 2, and prepare to teach your topic.”

Monitor and support.

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90–100 min: Break

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100–160 min: Home Groups Teaching

Students return to original groups.

Teacher says: “Each of you will teach your topic. Others listen and complete the table.”

Students complete Worksheet 3.

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160–190 min: Group Project

Teacher says: “Now connect all ideas and answer the main question.”

Students complete Worksheet 4.

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190–220 min: Presentations

Each group presents.

Teacher encourages:

- clear speaking
  - examples
  - teamwork
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220–240 min: Reflection

Class discussion:

- Is English a threat?
- Should language change?

Students complete Exit Ticket.

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#### **PART 4: EXPERT GROUP RESOURCE PACKS (WITH LINKS)**

Instructions for Teacher:

- Print one pack per student OR share digitally
  - Optionally generate QR codes using a free QR generator (e.g. [qr-code-generator.com](https://www.qr-code-generator.com/))
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## GROUP 1: Sociolinguistics in Youth Life

### Digital Language

BFF

ICYMI

Savage

Flex

Sus

Lit

Best friend forever


In case you missed it

Impressive

Show off

Suspicious

Amazing



## Teenage Texting Abbreviations & Acronyms


<ul style="list-style-type: none"> <li>📱 F2F or FTF ---- Face to face</li> <li>📱 JSYK ---- Just so you know</li> <li>📱 HAK ---- Hugs and kisses</li> <li>📱 ZOMG ---- Oh my god</li> <li>📱 WYCM ---- Will you call me?</li> <li>📱 NP ---- No problem</li> <li>📱 GB ---- Goodbye</li> <li>📱 IRL ---- In real life</li> <li>📱 SWYP ---- So, what's your point?</li> <li>📱 OMG ---- Oh my god</li> <li>📱 GLHF ---- Good luck, have fun</li> <li>📱 BOL ---- Be on later</li> <li>📱 PCM ---- Please call me</li> <li>📱 TMI ---- Too much information</li> <li>📱 RL ---- Real life</li> <li>📱 TY or TU ---- Thank you</li> <li>📱 SUS ---- Suspicious</li> <li>📱 BTW ---- By the way</li> </ul>	<ul style="list-style-type: none"> <li>📱 WTPA ---- Where's the party at?</li> <li>📱 AFK ---- Away from keyboard</li> <li>📱 OT ---- Off-topic</li> <li>📱 IMHO ---- In my honest opinion</li> <li>📱 IIRC ---- If I remember correctly</li> <li>📱 STFU ---- Shut the f--- up</li> <li>📱 HTH ---- Hope this helps</li> <li>📱 HAND ---- Have a nice day</li> <li>📱 PTB ---- Please text back</li> <li>📱 ROFL ---- Rolling on the floor laughing</li> <li>📱 BFN ---- Bye for now</li> <li>📱 NTS ---- Note to self</li> <li>📱 RN ---- Right now</li> <li>📱 NM ---- Never mind</li> <li>📱 SMH ---- Shaking my head</li> <li>📱 LMK ---- Let me know</li> <li>📱 PPL ---- People</li> <li>📱 OTP ---- On the phone</li> </ul>	<ul style="list-style-type: none"> <li>📱 F2F or FTF ---- Face to face</li> <li>📱 JSYK ---- Just so you know</li> <li>📱 HAK ---- Hugs and kisses</li> <li>📱 ZOMG ---- Oh my god</li> <li>📱 WYCM ---- Will you call me?</li> <li>📱 NP ---- No problem</li> <li>📱 GB ---- Goodbye</li> <li>📱 IRL ---- In real life</li> <li>📱 SWYP ---- So, what's your point?</li> <li>📱 OMG ---- Oh my god</li> <li>📱 GLHF ---- Good luck, have fun</li> <li>📱 BOL ---- Be on later</li> <li>📱 PCM ---- Please call me</li> <li>📱 TMI ---- Too much information</li> <li>📱 RL ---- Real life</li> <li>📱 TY or TU ---- Thank you</li> <li>📱 SUS ---- Suspicious</li> <li>📱 BTW ---- By the way</li> </ul>
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1. TED Talk: "Txtng is killing language. JK!!!" (John McWhorter) [https://www.ted.com/talks/john\\_mcwhorter\\_txtng\\_is\\_killing\\_language\\_jk](https://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk)
2. BBC Future: Why do teenagers use slang? <https://www.bbc.com/future/article/20160310-why-do-teenagers-use-slang>
3. CrashCourse Linguistics #2 <https://www.youtube.com/watch?v=3yLXNzDUH58>
4. British Council – Teenagers and language <https://learnenglishteens.britishcouncil.org/study-break/magazine-zone/teenagers-and-language>

## GROUP 2: Linguistic Worldview

### How language changes the way we think

Throughout history, many thinkers have suggested that differences in language lead to large differences in experience and thought. This theory is called **linguistic relativity**.

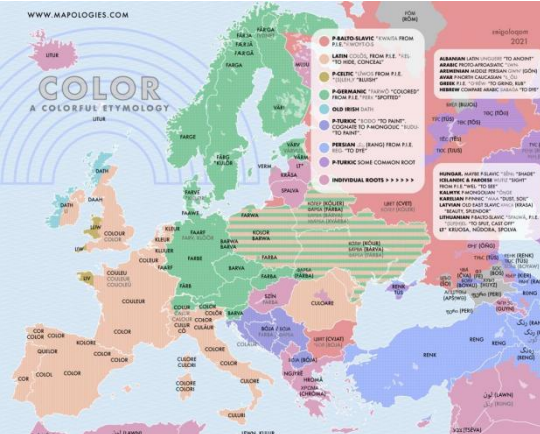


**Color perception** is an ideal way of testing this view because there is a huge variation between how different languages describe color.

**Lost in translation**  
In Japanese, there are more terms for light blue and dark blue – these are not found in English.

Monolingual Japanese speakers can distinguish more between shades of blue than English speakers.

### COLOR A COLORFUL ETYMOLOGY



PAALIS SLAVE: "WINDS FROM THE NORTHERN"

LEIN: "COLOR FROM FLE. 'TO BE CONSIDERED'"

CELESTINE: "COLOR FROM FLE. 'TO BE CONSIDERED'"

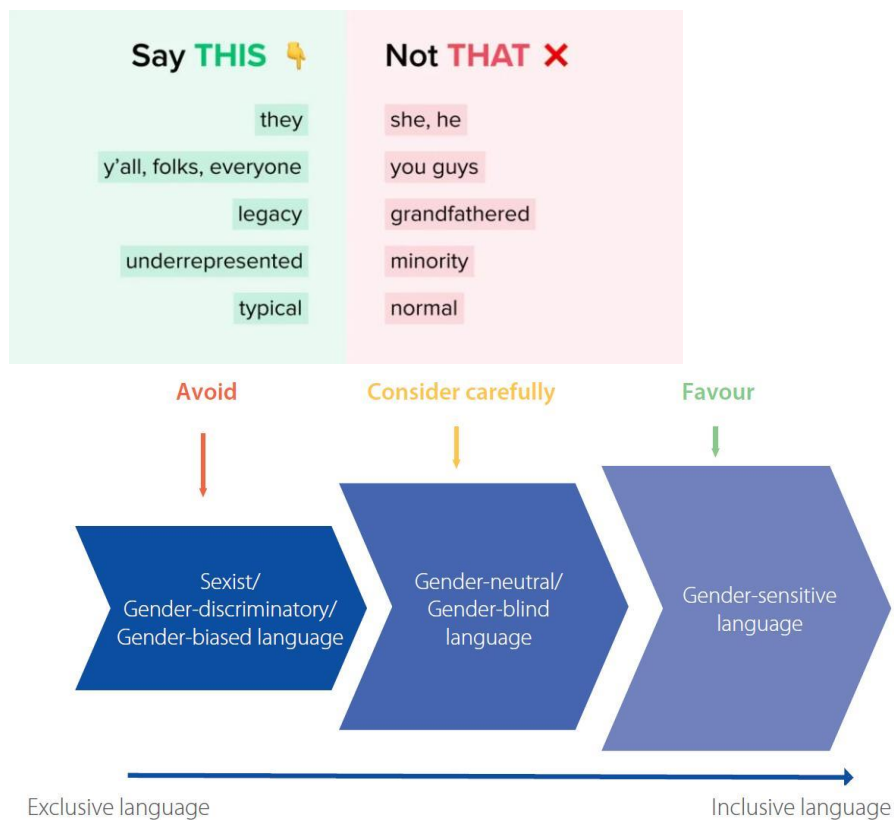
ADRIANIC: "WINDS 'COOLNESS' FROM FLE. 'TO BE CONSIDERED'"

OUR ROOTS

INDIVIDUAL ROOTS

1. TED Talk: How language shapes the way we think (Lera Boroditsky)  
[https://www.ted.com/talks/lera\\_boroditsky\\_how\\_language\\_shapes\\_the\\_way\\_we\\_think](https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think)
2. National Geographic article <https://www.nationalgeographic.com/science/article/does-language-shape-thought>
3. BBC Ideas video <https://www.youtube.com/watch?v=RKK7wGAYP6k>
4. The Guardian article <https://www.theguardian.com/science/2018/jul/23/does-language-shape-how-we-think>

### GROUP 3: Inclusive Language



1. TED Talk: The power of “they” (Katy Steinmetz)  
[https://www.ted.com/talks/katy\\_steinmetz\\_the\\_power\\_of\\_they](https://www.ted.com/talks/katy_steinmetz_the_power_of_they)
2. UN Guidelines <https://www.un.org/en/gender-inclusive-language/>
3. BBC Ideas video <https://www.youtube.com/watch?v=4iG7V6y7sX8>

- British Council article <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/inclusive-language>

GROUP 4: Anglicisms in Youth Language

# TEEN SLANG 2025

<p><b>SLAY</b></p> <p>Doing something really well or looking amazing.</p> <p>"She totally slayed that outfit today!"</p>	<p><b>BET</b></p> <p>Used to agree or confirm something.</p> <p>"You coming to the party?" – "Bet!"</p>	<p><b>RIZZ</b></p> <p>Short for charisma, meaning someone is smooth or charming.</p> <p>"He has crazy rizz; all the girls love him."</p>
<p><b>DRIP</b></p> <p>Stylish clothing or accessories.</p> <p>"His outfit has so much drip!"</p>	<p><b>GOAT</b></p> <p>Greatest of all time.</p> <p>"Messi is the GOAT of football."</p>	<p><b>LOWKEY</b></p> <p>Slightly or secretly.</p> <p>"I'm lowkey excited for the test tomorrow."</p>
<p><b>HIGHKEY</b></p> <p>The opposite of lowkey; very obvious.</p> <p>"I highkey love this song!"</p>	<p><b>VIBE</b></p> <p>A mood or feeling.</p> <p>"This party has such a good vibe!"</p>	<p><b>CAP</b></p> <p>A lie. Saying "no cap" means you're telling the truth.</p> <p>"That story is cap; I don't believe it."</p>

 **vocaberry.com**

- TED-Ed video <https://www.youtube.com/watch?v=2qT8ZYewYEY>
  - BBC article <https://www.bbc.com/culture/article/20150605-why-do-we-use-so-many-english-words>
  - CrashCourse Linguistics (Language Change) <https://www.youtube.com/watch?v=1hZc8bFOXf8>
  - The Guardian article <https://www.theguardian.com/commentisfree/2016/may/13/english-words-global-language>
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## GROUP 5: Future of National Languages



1. TED Talk: Don't insist on English! (Patricia Ryan)  
[https://www.ted.com/talks/patricia\\_ryan\\_don\\_t\\_insist\\_on\\_english](https://www.ted.com/talks/patricia_ryan_don_t_insist_on_english)
  2. UNESCO Atlas <http://www.unesco.org/languages-atlas/>
  3. BBC Ideas video <https://www.youtube.com/watch?v=8I9zq2m2x9I>
  4. National Geographic article <https://www.nationalgeographic.com/culture/article/saving-endangered-languages>
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## PART 5: GUIDED QUESTIONS (FOR EACH RESOURCE)

### GROUP 1: Sociolinguistics

#### TED Talk (McWhorter)

- What does the speaker say about texting and language change?
- Do you agree that texting is creative? Why/why not?

#### BBC Article

- Why do teenagers use slang?
- How does slang show group identity?

#### CrashCourse Video

- What is sociolinguistics?
- Give one example of language variation.

### **British Council**

- How do teenagers communicate differently online vs offline?
  - What influences youth language?
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### GROUP 2: Linguistic Worldview

#### **TED Talk (Boroditsky)**

- Give one example of how language affects thinking.
- What surprised you most?

#### **National Geographic**

- What is linguistic relativity?
- Does language fully control thought? Explain.

#### **BBC Ideas**

- Do people think differently in different languages?
- Give one example from the video.

#### **The Guardian**

- What arguments support the idea that language shapes thought?
  - Do you agree? Why?
- 

### GROUP 3: Inclusive Language

#### **TED Talk (Steinmetz)**

- Why is the word “they” important?
- How can language include or exclude people?

#### **UN Guidelines**

- Give two examples of inclusive language.
- Why is inclusive language important in society?

#### **BBC Ideas**

- How does language influence equality?

- What changes are suggested?

### **British Council**

- What is gender-neutral language?
  - Give examples.
- 

## GROUP 4: Anglicisms

### **TED-Ed Video**

- Why did English become global?
- What factors helped spread it?

### **BBC Article**

- Why do other languages borrow English words?
- Is this positive or negative?

### **CrashCourse Video**

- What is language change?
- Give one example of borrowing.

### **The Guardian**

- What concerns exist about English influence?
  - Do you share these concerns?
- 

## GROUP 5: Future of Languages

### **TED Talk (Patricia Ryan)**

- Why does the speaker criticize global English?
- What risks does she mention?

### **UNESCO Atlas**

- What is an endangered language?
- Find one example.

### **BBC Ideas**

- What happens when a language dies?
- Why is it important to protect languages?

## **National Geographic**

- How can languages be saved?
  - Give one real-life example.
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**END OF MATERIALS**