

ENGLISH VARIETIES AROUND THE WORLD

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LESSON PLAN

Target audience: 14-15 year-olds, 3rd ESO, English.

Learning objectives:

- To identify English speaking countries in a map.
- To make students aware of different accents and varieties of English around the world.
- To distinguish between British and American English.
- To practise receptive and productive oral skills in English (listening and speaking).
- To develop teamwork and collaborative skills.

Resources: Teacher's computer, speakers, projector, internet connection, WheelDecide, students' computers (computer lab), PPT/Prezi, Moodle, Kahoot.

Duration of activity: 4+ sessions, depending on the number of students.

Anticipated problems:

- Technical problems with hardware or connections.
- Conflicts derived from group work (disagreements, students who do not work, etc.).
- Misuse of materials (computers, internet connection, etc.)

Possible solutions:

- To work offline with the maps by using the worksheets prepared.
- Let students organise themselves and decide with whom they want to work.
- We can ask students to share their work with the other members of the group by using collaborative pinboards such as Padlet, Linoit, etc.

SESSION 1

1. Brainstorming. (Whole class)
 - The teacher projects a mute map on the board and has students identify English speaking countries.
2. The teacher asks the following question: *How many countries have English as an official language?*



- Students fill in **WORKSHEET #1**: match the numbers with the English-speaking countries. (Pair work)
- 3. Watch **VIDEO #1**. (Individual work and sharing)
 - Students complete **WORKSHEET #2**, which includes the following questions about the video:
 - *How many varieties of English is the video about?*
 - *Name some differences among them.*
 - *Which variety is the best?*
- 4. Watch **VIDEO #2**. (Individual work and sharing)
 - Students complete **WORKSHEET #3**. They are asked to write down as many words as they can (BrE and its corresponding AmE word) from the video.
- 5. **GAME**. (Whole group)
 - Using the app WheelDecide (prepared by the teacher including the words in the AmE (US) column), students answer and check their word lists.

SESSIONS 2 & 3

1. Model presentation by the **language assistant**. (Whole group)
 - The language assistant will have prepared a presentation about his/her country of origin. This presentation will include the same items that students will be asked to develop later in their projects. This way, students get a model for their tasks, besides practising listening skills.
2. Collaborative project. (Group work) The teacher will take the students to the computer lab after giving them the instructions to complete their projects:
 - Students will be grouped in teams of 3-4 students to work on one of the English-speaking countries in the map (other than the assistant's country).
 - They will have to fill in **WORKSHEET #4** and create a presentation (using PPT or Prezi) including the stated information about the country.
 - Students will also have to prepare 3 questions (each with one correct answer and two false ones) about their country. The teacher will use their questions to create a Kahoot quiz to test students in the end.

Once they finish their presentations, students will upload them to the virtual classroom (Moodle).

SESSION 4 (and subsequent)

1. Students' presentations. (Groups)
 - The number of sessions needed for the oral exposition will depend on the number of groups.
 - Teacher assesses students using a **RUBRIC** for the project.
 - Students will be asked to take notes (using **WORKSHEET #5**) while they listen to their classmates' presentations in order to be able to play the final quiz.
2. Quiz: Kahoot. (Groups)
 - Once all the groups have presented their work, the teacher will display the Kahoot quiz including the questions previously prepared by the students.



RESOURCES

WORLD MUTE MAP



Source: Wikimedia (https://upload.wikimedia.org/wikipedia/commons/thumb/4/41/Simple_world_map.svg/2000px-Simple_world_map.svg.png)

WORKSHEET #1

MATCH THE NUMBERS WITH THE ENGLISH-SPEAKING COUNTRIES BELOW:



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- | | | | |
|--------------|------------------|--------------------|-------------------|
| ___ Nigeria | ___ Bangladesh | ___ India | ___ Ireland |
| ___ Kenya | ___ Belize | ___ Canada | ___ United States |
| ___ Tanzania | ___ South Africa | ___ United Kingdom | ___ Australia |
| ___ Zambia | ___ Zimbabwe | ___ Botswana | ___ Pakistan |
| ___ Namibia | | | |

[Answer Key]

- | | | |
|-------------------|-------------|----------------|
| 1. Australia | 7. Canada | 13. Zambia |
| 2. South Africa | 8. Nigeria | 14. Zimbabwe |
| 3. India | 9. Tanzania | 15. Botswana |
| 4. Ireland | 10. Kenya | 16. Pakistan |
| 5. United Kingdom | 11. Namibia | 17. Bangladesh |
| 6. United States | 12. Belize | |

VIDEO #1

Explanation: Accents: British / American/ Australian:
<https://www.youtube.com/watch?v=M7dFUc6QCBQ> , from Cambridge English Language Assessment (Standard Youtube License).

WORKSHEET #2

AFTER WATCHING THE VIDEO, ANSWER THE FOLLOWING QUESTIONS AND DISCUSS:

- How many varieties of English is the video about?
- Name some differences among them.
- Which variety is the best?



VIDEO #2

Vocabulary differences between British English and American English:

<https://www.youtube.com/watch?v=iUX83bynGOc> (Standard Youtube License).

WORKSHEET #3

WRITE DOWN AS MANY WORDS AS YOU CAN IN BRITISH ENGLISH AND ITS AMERICAN EQUIVALENT:

BrE (UK)	AmE (US)

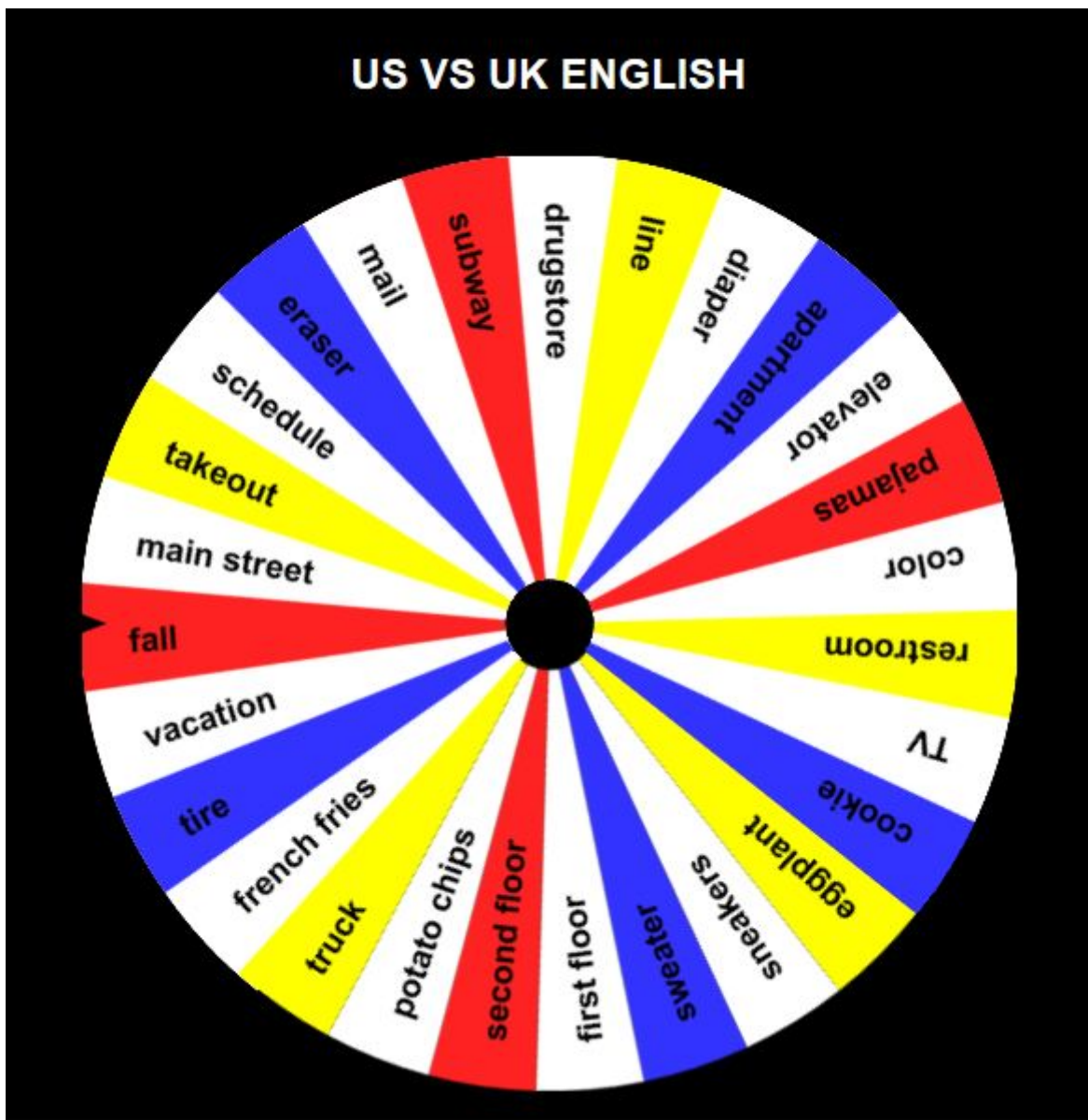


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GAME TO CHECK WORKSHEET #3

THE WHEEL DECIDES:

<http://wheeldecide.com/index.php?c1=eggplant&c2=sneakers&c3=sweater&c4=first+floor&c5=second+floor&c6=potato+chips&c7=truck&c8=french+fries&c9=tire&c10=vacation&c11=fall&c12=main+street&c13=takeout&c14=schedule&c15=eraser&c16=mail&c17=subway&c18=drugstore&c19=line&c20=diaper&c21=apartment&c22=elevator&c23=pajamas&c24=color&c25=restroom&c26=TV&c27=cookie&t=US+vs+UK+ENGLISH&time=5>



Screenshot of the wheel.



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GROUP PROJECT

WORKSHEET #4

A) Create a presentation (using PPT or Prezi) including the following information about the country you have chosen:

1. Basic information (population, flag, President and/or Prime Minister of the country...)
 2. What is typical in the country? (kinds of food, music, dance...)
 3. What is the country known for? (some famous fact, person...)
 4. How was the English language introduced in the country? (summary of its history)
 5. Include a short video (one minute maximum) of someone from the country speaking in English.
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B) TEST YOUR CLASSMATES:

Have your classmates been paying attention to your presentation? ;)

Create 3 questions about the country you have chosen. Include 1 TRUE answer and 2 FALSE ones.

Remember: Don't show your questions to the other groups and hand them directly to your teacher.

QUESTION 1:		
TRUE:	FALSE:	FALSE:
QUESTION 2:		
TRUE:	FALSE:	FALSE:
QUESTION 3:		
TRUE:	FALSE:	FALSE:



WORKSHEET #5

Fill in this chart with the information given by your classmates:

COUNTRY:	
Basic info:	
Typical things:	
Famous for:	
Historical facts:	
Remarks about the video:	
COUNTRY:	
Basic info:	
Typical things:	
Famous for:	
Historical facts:	
Remarks about the video:	
COUNTRY:	
Basic info:	
Typical things:	
Famous for:	
Historical facts:	
Remarks about the video:	
COUNTRY:	
Basic info:	
Typical things:	
Famous for:	
Historical facts:	
Remarks about the video:	



RUBRIC

The teacher will assess both the group work (participation, interest, contents...) and the student's individual performance (pronunciation, grammar, vocabulary and the quiz).

PROJECT	Excellent (4 points)	Good (3 points)	Fair (2 points)	Needs to improve (1 point)
Group Mark				
Group Work (mark based on teacher's notes about the workshops)	No conflicts, everyone works.	Some conflicts, one person doesn't work.	Many conflicts, only one person works.	Constant conflicts. No one works.
Contents	The 5 items are included. The content included is excellent.	Lacks 1 item. The content included is good.	Lacks 2 items. The content included is poor/copy-pasted.	Lacks 3 items. The content included is very poor/copy-pasted.
Questions	All questions (3) with 3 answers each. Questions are interesting and well-thought.	Lack of a question or an answer, but questions are interesting and well-thought.	Lack of some questions or answers. Questions are not well-prepared.	No questions or answers prepared.
Individual Mark				
Pronunciation	The student speaks clearly and fluently all the time.	The student speaks clearly and fluently most of the time.	The student mispronounces several times.	The student mumbles and can not be understood.
Grammar used	No grammar or spelling mistakes.	The student makes a few mistakes.(1-3)	The student makes several mistakes (4-6)	The student makes a lot of mistakes and incomplete sentences.
Vocabulary	The student uses appropriate vocabulary and also defines some new words.	The student uses appropriate vocabulary and new words which are not defined.	The student uses appropriate vocabulary but no new words.	The student uses words that are not understood by the audience.
Questionnaire in Kahoot	100-85% of the questions are right.	84-65% of the questions are right.	64-50% of the questions are right.	Less than 50%.

