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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Listening practice for various accents** |

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| Instructor: Scott Yun | Level: Advanced | Students: 9 | Length:  **40 Minutes** |

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| Materials: Laptop  Listening worksheet (for dictation)  Clips from tv series(Hustle, Leverage, Dr Who, Touch of Frost)  Music to dictate (The streets – Dry your eyes)  Whiteboard and marker |

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| Aims: Main: To show students accents that they are not familiar with.  Secondary: To practice listening by trying to figure out some lines from TV shows.  To practice listening skills by dictating a music.  Personal: Slowing down my speaking speed so students can understand me clearly.  To reduce TTT and increase STT |

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| Language Skills:  Listening: Students will listen to the materials  Speaking: Students will have discussions in group sharing their opinion  Reading: Not much involved  Writing: Close activity |

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| Language Systems:  Phonology : Fast, Pass, Glass, Castle and Last  ->I would like to write down the phonetics, but I do not know how to..  Lexis: words that have different pronunciation depending on the accent(British & American)  Function: How to distinguish between American and British accents.  Discourse: N/A |

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| Assumptions:  -Students are able to speak and understand English when spoken with American accent  -Students have upper intermediate to advanced level of grammar and vocabulary knowledge |

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| Anticipated Errors and Solutions: | |
| Anticipated Error | Solutions |
| Ss may not follow the passage at all | -Play the passage couple of times  -If there are any complicated lexis, teach Ss the word. |
| Ss may take too long to dictate the music | -Put the students in groups |

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| **Lead-In** | | | |
| Materials:   * Whiteboard, markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5mins | Whole  Class | Greetings and responding to Teacher  Ss guess where the language is from. | Good day(Pronounced Gid-die) lads! What’s cracking?  (Students get confused)  Okay, did anyone realize things I just said?  (Ss responds negatively)  What do you think it is?  (Ss respond : lingo, slangs)  Yes, it could be said that they are slang, but they are more of a dialect. Can anyone figure out where it is from?  (Ss answers. If answers aren’t close to England/UK, elicit)  That’s right! Gid-die is actually “Good day” but with traditional British accent, day sounds like die, and good is pronounced like gid. What’s cracking isn’t just British thing, but it is very commonly used in UK.  Everyone know what “accent” is?  (Ss gives definitions for accent.)  In easy words, it is the way you speak.  ***CCQ***  ***Will you hear British accent much in United States? = No***  ***Is British accent a common way of speaking English in United kingdom?***  Now lets listen to some real British accents. |

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| **Pre-Activity** | | | |
| Materials:   * Clips from TV shows/Laptop | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4mins  1min  3mins  1min  3min  5mins | Whole  Class |  | Before jumping into listening, I will demonstrate some British accents.  How do you pronunciate Castle?  (Ss pronunciates Castle in American way)  Very well done, can anyone guess how British people would say Castle?  (Ss attempts to do so)  It is Castle(in British way). There are lots of word that sounds this way. “a” is pronunciated as ai, not e. However there are exceptions such as “land”.  Be aware of this and lets listen to the prepared clip. (hand out the blank paper) Try dictating the sentences you hear by yourselves.  ***ICQ***  ***Are you doing in groups?=No***  ***What are you going to do? =Dictate!***  (Play Dr Who for about minute)  How did everyone go?  (Negative answers from Ss)  Okay, lets do this once more. Are there any words that you couldn’t spell or could not understand?  (Ss yells out)  Some words are terminology that is used throughout the series, so by just watching this part, you guys may not understand it. Now it is much more clear, lets listen to it again.  Focus on the words you couldn’t hear last time. (play again!)  Now, lets work in pairs, and compare the answers, I will give you 2 minutes.  ***ICQ***  ***Do you have 1minute to compare the answers? =No!***  ***How long do you have?= 2minutes!***  ***Are you working individually? = No!***  ***Are you working in pairs?=yes!***  ***(After a while), 30 more seconds!***  Okay, times up! Now was there anything that was unclear?  (Ss asks questions& T answers it estimated time, 2mins)  Now, we will go through line by line.  (estimated time, 3mins)  Now, we will listen to a music |

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| **Main Activity** | | | |
| Materials: Music and Laptop | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3mins  3mins  3mins  3mins  3mins  4min | Whole  class |  | (Turns on the music, The streets, Dry out eyes)  Anyone heard of this music before?  (Negative answer)  The band is called The Streets. They were not very internationally known, but they were very famous in UK area. Could you distinguish some difference in the accent? Let’s have turns and everyone point out one thing.  (Ss takes turn)  Very well! There are lots of different British accents, and this, Scottish accent, is one of them.  (starts passing around the worksheet)  Lets listen to the music again, and this time, by yourself, try fill in the blanks in the worksheet.  (T turns on the music)  How did everyone go?  (Ss reaction-not so good)  Now, we are going to divide you guys in two groups, and compare what you have filled in so far.  (Divides the group in half)  I’ll give you 2minutes to discuss!  ***ICQ***  ***Are you working in group?=Yes***  ***How long do you have? = 2minutes!***  (T monitors the classroom and see how much Ss have done)  Okay, now for the last time, lets listen to the music and fill in the rest of the blanks.  (music)  I’ll give you one more minute to discuss!  Now pick a leader, and board the answers.  (Goes through every answer after Ss finishes boarding answers.)  Group x well done, and everyone has done a great job. |

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| **Post Activity** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  2mins  4mins  2mins | Whole  Class |  | Now that we know the difference between American accent and British accent, lets try a roleplay. (divides group into three)  I will give you two minutes to discuss!  ***ICQ***  ***Are you working as a group? = YES***  ***How much time do you have? =2mins!***  Lets perform your role play. Any group wants to cut the ribbon?  (Groups perform)  Well done everyone.  -then Error Correction time. |

Lyrics for the music

I used to rule the world  
Seas would rise when I gave the word  
Now in the morning I sleep alone  
Sweep the streets I used to own  
  
I used to roll the dice  
Feel the fear in my enemy's eyes  
Listen as the crowd would sing  
"Now the old king is dead! Long live the king!"  
  
One minute I held the key  
Next the walls were closed on me  
And I discovered that my castles stand  
Upon pillars of salt and pillars of sand  
  
I hear Jerusalem bells are ringing  
Roman Cavalry choirs are singing  
Be my mirror, my sword and shield  
My missionaries in a foreign field  
  
For some reason I can't explain  
Once you go there was never  
Never an honest word  
And that was when I ruled the world  
  
It was the wicked and wild wind  
Blew down the doors to let me in  
Shattered windows and the sound of drums  
People couldn't believe what I'd become  
  
Revolutionaries wait  
For my head on a silver plate  
Just a puppet on a lonely string  
Oh who would ever want to be king?  
  
I hear Jerusalem bells are ringing  
Roman Cavalry choirs are singing  
Be my mirror, my sword and shield  
My missionaries in a foreign field  
  
For some reason I can't explain  
I know Saint Peter won't call my name  
Never an honest word  
But that was when I ruled the world  
  
I hear Jerusalem bells are ringing  
  
  
Roman Cavalry choirs are singing  
Be my mirror, my sword and shield  
My missionaries in a foreign field  
  
For some reason I can't explain  
I know Saint Peter won't call my name  
Never an honest word  
But that was when I ruled the world

Worksheet for the Cloze activity

I used to rule the world  
Seas would rise when I gave the word  
Now in the morning I sleep alone  
Sweep the streets ­­­­\_\_\_\_\_\_\_\_\_  
  
I used to roll the dice  
Feel the fear in my enemy's eyes  
Listen ­­­­\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_\_\_\_\_\_  
"Now the old king is dead! Long live the king!"  
  
One minute I held the key  
Next the walls were closed on me  
And I discovered ­­­­\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_\_\_\_  
Upon pillars of salt and pillars of sand  
  
I hear Jerusalem bells are ringing  
­­­­\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_\_\_ are singing  
Be my mirror, my sword and shield  
My missionaries in a foreign field  
  
For some reason I can't explain  
Once you go there was never  
­­­­\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_\_\_\_  
And that was when I ruled the world  
  
It was the ­­­­\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_\_  
Blew down the doors to let me in  
Shattered windows and the sound of drums  
People couldn't believe what I'd become  
  
Revolutionaries wait  
For my head on a silver plate  
Just a ­­­­\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_  
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Be my mirror, my sword and shield  
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For some reason I can't explain  
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