

The accent challenge (teacher's notes)

1. Warm-up (Activity 1) 10 mins

Aims: to break the ice and foster a safe environment for learning.

Procedure: introduce the topic. Ask students or have them discuss the questions in pairs. Ask if they know any peculiarities of any accents or if they can demonstrate any.

2. Guess my accent challenge (Activity 2) 15 mins

Aims: to raise interest in the topic. To demonstrate to students that different nationalities have a specific way of speaking English.

Procedure: go the website - <https://www.esl-languages.com/coffee-time/guess-my-accent/> Play the video and have students complete the online quiz. You can either play the video for the whole class and have them vote on the correct answer. If all your students have electronic devices, they can do this in pairs and discuss before choosing answers.

3. Opinions (Activity 3) 10 mins

Aims: to provide students with free speaking practice.

Procedure: in pairs students read the statements and comment on them, expressing their opinions. Monitor closely. Conduct the feedback on the content - ask what the students have in common, then conduct the feedback on the language if necessary.

4. Accents comedy sketch (Activity 4) 15 mins

Aims: to provide students with practice in listening for specific information.

Procedure: discuss what English accents your students know, attract attention that accents can differ from city to city and even different parts of the city (e.g. Cockney). Set the task - the students are going to listen to the speech about the accents. Students watch the video twice. While listening for the first time, they fill in the table with names of places/accents mentioned. While listening for the second time, they fill in the table with adjectives that describe each accent. You may wish to either pre-teach your students the words "jolly" and "hyper" or discuss them once they've filled in the chart.

The video: <https://www.youtube.com/watch?v=M0IZ4i37RrM&t=1s>

Key:

Accent	Description
Irish	jolly
Northern Irish	depressing
Bristol	fast
Devon	slower than in Bristol
Cornwall	just a grunt
South African	fun, every syllable you say has nothing to do with the syllable before it
Australian in London	hyper, loud
Australian in Australia	relaxed

5. Scottish elevator (Activity 5) 10 mins

Aims: to provide students with listening practice.

Procedure: students watch the video, then complete the sentences.

<https://www.youtube.com/watch?v=TgbyvecnG1U> If necessary, you can play the video again with subtitles (in some parts the version is slightly different).

<https://www.youtube.com/watch?v=J3IYLphzAnw>

As a follow-up discussion, ask your students if they have ever had a situation like that, when some people couldn't understand their speech because of the accent or otherwise couldn't understand somebody.

Key:

1. The short man thinks his companion's American accent sounds Irish.
2. The short man plans to keep saying 'eleven' until the elevator begins to understand Scottish accent.
3. The tall man won't say 'please' because he doesn't want to beg the elevator for anything.

6. Sum up 5 mins

Put errors on the board or whiteboard and let student(s) correct them.

Summarise the lesson and tell student(s) what results they have achieved (Now you can ... After our speaking lesson you will be able to....)

Ask them if they have any questions.