

PROJECT UNIT: Biscuit or Cookie?

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify new vocabulary (British English) presented in this Unit (torch, lift) • identify American English vocabulary presented in this Unit (e.g. elevator, flashlight, cab, soccer) • express opinions (e.g. I think that because .) • express agreement or disagreement using I agree with / I disagree/don't agree with .because .
<i>Intercultural aspect:</i>	Pupils should become aware of: <ul style="list-style-type: none"> • the different types of English that exist around the world • the existence of stereotypes and the need to see beyond them
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • organise their learning using a picture dictionary • personalise learning
NEW LANGUAGE	
<i>Production</i>	
<i>Comprehension</i>	Soccer, cab, elevator, flashlight, cookie, chips, jello, pants, truck (AmE) Torch, lift (Br.E)
RECYCLED LANGUAGE	I think that .. because .. I agree - I don't agree/disagree because .. like / don't like / hate / don't mind / love Countries, nationalities
MATERIALS	Mini-whiteboards, PowerPoint presentations from www.schools.ac.cy
TIME	1 x 40 minutes

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Teacher and pupils discuss progress on any projects which may be in progress.
INTRODUCTION	<ul style="list-style-type: none"> • The teacher tells pupils s/he received a video message from a new e-pal of her/his (http://tinyurl.com/o3ldcyv) and s/he wanted to share it with them. S/he asks pupils to see if they notice anything unusual in the video message. The transcript of the video message is as follows:

'Hi there! How are you doing? I'm happy that we will be communicating with each other via email and video. I'm thinking about coming to Cyprus for a vacation. I hear it's a beautiful place. I can't come now though. I've just had an accident. I was walking on the sidewalk and started running to catch the cab. My friends helped me to the hospital and up the elevator to the doctor's. My leg is in a cast now so I'll have to wait for a month or two before going on vacation.'

- Pupils can listen to the video message twice before discussing what they think was unusual about the message. Any ideas shared by the pupils should be accepted at this point.

If pupils do not mention anything about the accent, intonation and vocabulary used in the video message, the teacher can direct their attention to these aspects by asking questions such as: Where do you think s/he is from? / Is s/he from England? Did you hear any unusual words?

If the pupils did not notice any unusual or new words, the teacher writes the words *vacation, sidewalk, cab, elevator* on the board and asks the pupils if they know what these words mean. S/he then explains the words and writes them on the board:

sidewalk	pavement
vacation	holiday
cab	taxi
elevator	lift

- The teacher asks pupils why there are two words with the same meaning. The discussion should lead to the conclusion that because there are many countries speaking English around the world, different types of English have developed. In this case, one row includes American English vocabulary and the other British English vocabulary.

Note: Many pupils may watch US series, cartoons and films on TV or films at the cinema and may, therefore, be familiar with the accent and the vocabulary in the video but they may not realise that these are distinctly American English features and differ from British English.

<p>BECOMING AWARE OF ENGLISH AROUND THE WORLD</p>	<ul style="list-style-type: none"> • Pupils work in groups using their mini-whiteboards and, within a set deadline (e.g. 1 minute), list names of countries that speak English. • Pupils present their results (e.g. We think that England, the USA, Canada and Australia speak English.). • The teacher shows a map with the countries that have English as an official language (https://en.wikipedia.org/wiki/File:English-as-Official-Language_Map.png) as well as a map with the percentages of people speaking English, including those speaking it as a second or foreign language, in each country (http://www.yourworldyourhome.com/english/). The pupils discuss the maps (name the countries, add the percentages, etc.). The discussion aims to support the pupils to understand how many people around the world speak English and how that affects: <ul style="list-style-type: none"> a) the importance and usefulness of learning English b) the development of the English (e.g. different varieties, vocabulary, accents, idioms, etc.) <p><u>Note:</u> Information about percentages of people that speak English and countries where English is spoken can also be found here: https://slmc.uottawa.ca/?q=english_world_status</p> <p>Tip: <i>In the discussion about how languages change over time, pupils can be reminded of Greek-origin words used in English (studied in Year 5) and discuss how languages interact with each other.</i></p>												
<p>AMERICAN Vs BRITISH ENGLISH</p>	<ul style="list-style-type: none"> • Pupils work in pairs to classify the words into American English and British English (activity 1, Pupilø Book). • Pupils report their answers and the correct answers are written on the board: <table border="1" data-bbox="511 1564 1339 1900"> <thead> <tr> <th data-bbox="511 1564 917 1627">British English</th> <th data-bbox="917 1564 1339 1627">American English</th> </tr> </thead> <tbody> <tr> <td data-bbox="511 1627 917 1669">Biscuit</td> <td data-bbox="917 1627 1339 1669">Cookie</td> </tr> <tr> <td data-bbox="511 1669 917 1711">Lorry</td> <td data-bbox="917 1669 1339 1711">Truck</td> </tr> <tr> <td data-bbox="511 1711 917 1753">Crisps</td> <td data-bbox="917 1711 1339 1753">Chips</td> </tr> <tr> <td data-bbox="511 1753 917 1795">Torch</td> <td data-bbox="917 1753 1339 1795">Flashlight</td> </tr> <tr> <td data-bbox="511 1795 917 1900">Football</td> <td data-bbox="917 1795 1339 1900">Soccer</td> </tr> </tbody> </table>	British English	American English	Biscuit	Cookie	Lorry	Truck	Crisps	Chips	Torch	Flashlight	Football	Soccer
British English	American English												
Biscuit	Cookie												
Lorry	Truck												
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Torch	Flashlight												
Football	Soccer												

Taxi	Cab
Lift	Elevator
Trousers	Pants
Jelly	Jello

The teacher asks if pupils know any other words that are different in American and British English and adds any new words mentioned on the board. Volunteer pupils can research this at home and bring one or two more words in the following lessons.

Tip 1: *You can start a new section on the notice board, or a new section on the Word Wall, and add all the words the pupils bring – as well as the words introduced in this Unit. It is also a good opportunity to revise Greek origin words (see project Unit from Year 5) so you can also start a section for Greek origin words which you and the pupils can add to, during the year.*

Tip 2: *If pupils don't know more words, you can offer some new examples e.g. pavement (BrE) – sidewalk (AmE), chips (BrE) – French fries (AmE), dustbin (BrE) – trash can (AmE), rubbish (BrE) – trash (AmE), shop (BrE) – store (AmE), etc.*

- The teacher says there are differences between these two types of English and other types of English around the world, which go beyond vocabulary. S/he asks pupils if they can think of any more differences and guides pupils to focus on differences on pronunciation and spelling.

As regards spelling, the teacher can write the following on the board to help pupils:

Colour / color

S/he can ask the pupils to say which one they think is right. After initial opinions are shared, it should be clarified that both are correct but one is Am. English whereas the other is British English. What is important is that one type of English spelling is used consistently.

The teacher asks pupils if they know of any other examples and writes any examples offered on the board. If the pupils can't contribute, the teacher can write words with óu and ask them to guess how they would be written in Am. English (e.g. favourite, colourful).

Note: There are, of course, other spelling differences (e.g. the American English ending of óze vs the British English óse (organize

	<p>(AmE) and organise (BrE) but it is not necessary to exhaust all the differences at this point. The aim is to make pupils aware that there are differences and different types of English which are all respected.</p> <p>As regards pronunciation, the teacher can write a word on the board, e.g. tomato and ask the pupils to read it. Some pupils might read tomato /t me t / and some might read tomato /t m t /. The teacher points out the difference between American English and British English.</p> <p>Other words which can be used as examples of the different pronunciations found between American English and British English are:</p> <p>Water /-wɔ: .tər/ (BrE) /'wɑ: .tə-/ (AmE)</p> <p>God /gɒd/ (BrE) /gɑ: d/ (AmE)</p> <p>A good resource for pupils to notice the differences between American and British English pronunciation is the online Free Dictionary which has audio recordings of both AmE and BrE pronunciations (http://www.thefreedictionary.com) as in the example for water found here: http://www.thefreedictionary.com/water</p>
<p>EXTENSION</p>	<ul style="list-style-type: none"> • The teacher shows a PowerPoint presentation (www.schools.ac.cy/6project Unit 1) showing two children. Once the British child introduces herself, the teacher asks pupils to say what comes to their minds when someone says s/he is British. The pupils brainstorm ideas and the teacher later reveals what comes to the other child's mind. Pupils discuss these notions (tea, big ben, fish and chips) and why we have them (e.g. He is thinking of fish and chips because we think all British people like fish and chips./ He is thinking of Big Ben because it is a famous place in London.) The teacher emphasises, however, that these are certain stereotypes about British people and that not ALL people fit these stereotypes, i.e. they don't all like tea, live in London, eat fish and chips, etc. • The teacher proceeds with the PowerPoint presentation and once the second child introduces himself as an American, the teacher asks pupils to say what they would think about someone, if they said they are American. The pupils brainstorm various ideas (e.g. cowboys, baseball, Hollywood, etc.) and the teacher helps them identify these as stereotypes linked to people from the USA, which are not true for all

American people.

- If there is time, pupils can either explore the issue of stereotypes (option A) or explore further the different types of English around the world (option B).

Option A ó stereotypes

Pupils can brainstorm on what stereotypes people might have formed about Cypriots (e.g. Cypriot people like food ó especially souvla and meat, Cypriot people like halloumi, Cypriot people are loud, Cypriot people are friendly, like music (singing and dancing), Cypriots are dark-skinned, etc.) A list is formed on the board and then pupils discuss each idea and check whether it corresponds with them. They can, for example, take a quick survey in class and/or organise a survey asking other pupils in school or their teachers to see whether Cypriots conform to these stereotypes (see project below).

Option B ó getting to know people and varieties of English

Pupils can get a feeling of the wide variety of English spoken by watching a video from

<https://www.youtube.com/watch?v=JJCL1Jp3f7o>

The video shows people from the UK, the USA, Australia and Ireland. According to the time available, it can be shown as a whole or only parts of it can be shown e.g. only the Australian and Irish parts.

The teacher should give pupils questions before they watch each part of the video and pupils can work together to answer these questions on their mini-whiteboards. For example, for the Irish part (Mo ó beginning at 5.53 minutes into the video) the following questions can be posed:

1. Mo lives in:
 - a) a village
 - b) a town
2. At Mo's school:
 - a) there are girls and boys
 - b) there are only girls
3. In Ireland they play:
 - a) a different type of football
 - b) a different type of basketball
4. Mo loves:
 - a) the sea
 - b) the green fields

	<ul style="list-style-type: none"> • Extension activity: Pupils update their picture dictionaries and add a new section entitled 'American English'
PROJECT	<ul style="list-style-type: none"> • The teacher asks pupils if they would like to find out whether stereotypes are true about people from Britain and the USA and asks pupils to suggest how they could find out. Pupils can suggest various ideas all of which should be accepted and if they are practical and reasonable they may be assigned to a group of students to carry out. • Pupils could find out for themselves if stereotypes are true by actually asking British people about these stereotypes. Pupils work in groups to prepare a few questions in the form of a survey which they can carry out in any of the following ways: <ul style="list-style-type: none"> - Turn the survey into an online survey by writing the questions in a survey tool such as surveymonkey. They can then send the link to a partner school (if they participate in Erasmus+ or eTwinning projects) or find a partner school to do this via sites such as epals.com - Prepare the questions and ask them during a skype call, or a call using other videoconferencing tools, which can be made to a group of British schoolchildren. Again the school/partner class can be found in any of the ways mentioned above. - Prepare the questions and ask them to British people who may be living in the school community. <p>It may take a while to collect the responses but once they are collected, the topic of stereotypes can be addressed again in class based on the results of the survey.</p> <p>Sample questions which could be included in the survey are:</p> <p>Do you like tea? How often do you drink tea? What is your favourite food? How often do you have fish and chips? What is your favourite sport? How often do you play football? How often do you watch football on TV?</p>

	<p>Alternatively, pupils can work on a project where they explore whether Cypriot stereotypes are true and complete a survey with the children and teaching staff of their school using questions such as:</p> <p>Do you like souvla? How often do you eat meat? Do you like halloumi? etc.</p>
EVALUATION	<ul style="list-style-type: none"> • Evaluation is ongoing and takes place through observation. • Pupils are given a small paper or a sticky note and write down three things they learnt. The teacher can write the beginning of the note on the board: Today I learnt: 1) _____ 2) _____ 3) _____ <p>Pupils can hand the sticky note to the teacher on their way out or stick it on the side of the door as they exit the room.</p>
PORTFOLIO	<p>Pupils can add the information they learnt about other cultures in their portfolio on p.34 (interesting things I noticed in other countries).</p>
CROSS-CURRICULAR LINKS	<p><i>Health Education:</i> The topic of stereotypes could be extended during Health Education.</p>