



Unit 1 Lesson 5: Variation

Crib Sheet

Slide 1: Introduce the lesson objective. We are looking at Language, Dialect and Accent. We will be looking at accents in Britain, focusing on the Norfolk accent. We will learn that accents and dialects are found in every language. We will also touch on accents and stereotyping.

Slide 2: Hand out the worksheet for this lesson or the workbooks. Pupils need to watch the video clip (click on the hyperlink “Let’s Find Out”) and make their own notes on what is a language, a dialect and an accent.

Slide 3: Read out the definitions and ask for pupils to volunteer their notes. Do they have anything to add?

Slide 4: Click on the arrow in the picture to begin the video clip. Ask pupils the questions on the board: What accents did you hear? Which accents do you like? How do you think accents came to be so different? Which accents are spoken by your family and friends?

Slide 5: To show how many dialects there are in England, there are at least 16 words for “bread roll”. Read these out for the pupils. Have they heard of them all?

Slide 6: Let’s look more closely at the Norfolk dialect. Click on the title to take you to the website showing a glossary of Norfolk words. The As are shown on the board. Do the pupils recognise any of these words? What Norfolk words do they know? They may not realise that some words they use daily are Norfolk dialect. If you are living in a different part of the country, please adapt this to your local dialect.

Slide 7: We learn here that dialects have no standardised form of writing (as opposed to a language). Explain that writing in dialect is phonetic (written exactly how it sounds). Pupils can have a go at reading the letter aloud to a partner or you can read it for them. Can they understand it? This has added difficulty as the letter is from 1848 and will have old-fashioned dialect words. Can they translate it?

Slide 8: Pupils look at their worksheet and try to say the poem in the Norfolk accent then work in pairs to translate it orally into standard English. Read the questions on the board and ask for pupil responses.

Slide 9: Pupils read the extract from the play by James Herriot “It Shouldn’t Happen to a Vet” in twos, one the farmer, one the vet. Together, they complete the grid by choosing whether the sentence contains different grammar, different vocabulary or different accent.

Slide 10: Explain that in every language, there will be sublanguages: dialects and accents. To begin the clip, click on the blue hyperlink and scroll down slightly to the video. This clip is a bit lengthy. You can scroll along to hear French spoken in Quebec, Belgium, Switzerland, Senegal and Marseille.

Slide 11: Ask pupils to work through the reflective tick-box exercise in their workbooks. If time allows, ask pupils to volunteer their thoughts.





Slide 12: Sum up that they have learnt the difference between a language, dialect and accent; they have heard accents from around the UK and focused in on the Norfolk dialect. Play the clip of accents once again and ask pupils to jot down the first adjective or adjectives that may describe someone with that accent (without being too offensive). Explain that people make very quick judgements on people because of their accent or dialect. Read the information on the board and ask pupils for their adjectives. Finish by explaining that people's identity is intricately linked to their language, dialect and accent and

