

There's nothing wrong with having an accent.



1. Share

How do you feel about your accent when you speak English?



Photo by John Diez from Pexels



2. Listen.

You will hear an English teacher talking about foreign accents.

Your teacher will play the recording 3 times.

1. The first time, just listen.
2. The second time, take some notes.
3. The third time, write some of the key words and phrases the speaker uses.



3. Reconstruct the text.

Work in small groups. Share your notes and rewrite the text together.



4. Compare.

Your teacher will give you the transcript. Compare it with your version. Which parts were difficult to understand? Why?



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5. Notice the -ing form.

a. Find examples of -ing in the text. How are they used? Put them in the right category.

as the object of a preposition .	
as the subject of the verb .	
as an adjective .	
as the object of the verb .	

b. Finish the sentences with your own ideas about learning languages.

Learning a foreign language..

Speaking English..

I don't see why..

I keep..

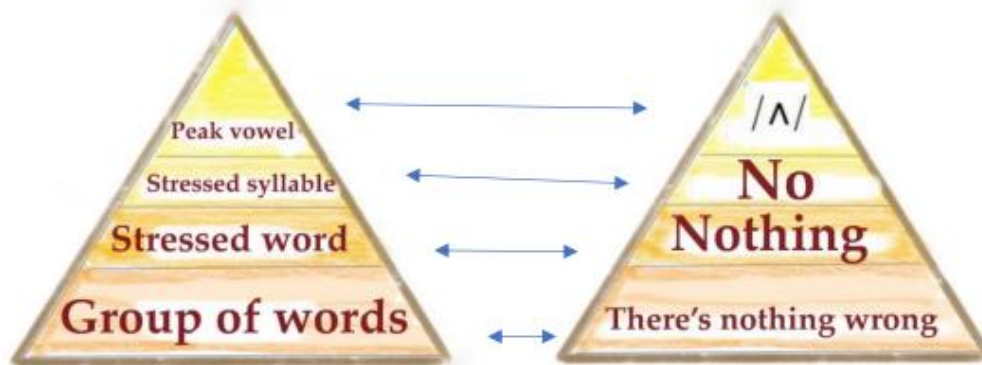
There's nothing wrong with..



6. Notice the rhythm

Proficient speakers of English, often **group words** together (short sentences, or phrases) to organise their speech. Think of these groups as the bottom of a pyramid.

- In each **group**, **one word** carries the most important information.
- In this word, only **one syllable** carries the main stress.
- The **vowel** at the centre of this syllable, is louder, clearer and slightly longer, because it is the **peak** of information in the group.



a) Use the pyramid template to help you say the sentences below in a rhythmical way. Which words would you stress more? Which word is the most important in your opinion?

- *Our accents tell a story.*
- *I don't see why you should be ashamed of it.*
- *Be proud of your accent.*

b) Now listen to the speaker saying these sentences. Which words does she stress more? Information or grammar words?

Information words	Verbs, nouns, adjectives, adverbs.
Grammar words	Prepositions, auxiliary verbs, articles, pronouns, connecting words.

c) Go back to exercise 5b. Which are the key words in your sentences? Practise saying your sentences in pairs, by stressing what's important to you. Avoid stressing grammar words.



7. Reflect

- Is sentence stress different in your language? If yes, how?
- Which 3 words or phrases do you remember from today's lesson?
- Imagine your future self, being fluent, interacting with people and using these words or phrases. What's the situation? Who are you talking to?
- If you did exercise 1 again, would you choose the same answer?

