

## There's nothing wrong with having an accent

Teacher's notes and answer key

Level: B1+

Time: 60-70'

### Ex.1

#### Aims:

- To introduce the topic.
- To elicit students' attitudes towards their accents.
- To review adjectives to describe feelings.

#### Procedure

- Check that students understand the meaning and pronunciation of *embarrassed* (feeling ashamed or shy), /ɪm'bær.əst/ and *proud* (the opposite, feeling good, satisfied about something), /praʊd/. 4-5'
- Tell students to think about their English accent and discuss how they feel about it and why.
- Students can chat in groups, then you can elicit answers in plenary. Record any other adjectives mentioned on the whiteboard.
- **Variation:** If you think your students might not want to discuss their attitudes, tell them to look at the picture and imagine how this student feels about her English accent and why.
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### Ex.2a

#### Aims:

- To practise listening for gist.
- To use the recording as a springboard for discussion.

#### Procedure:

- Tell students to listen and identify the teacher's attitude. 5-7'
- Elicit answers and ask students what words or phrases helped them find the answer.  
**Key:** she believes students should **not** worry about their accents but be proud of them instead.
- Elicit opinions and encourage cross-classroom interaction.

### Recording



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### Ex.2b

**Aim:** to listen for detail.

#### Procedure

- Tell students they will listen again and circle T or F for true or false. 5-7'
- They can check their answers in groups.
- Elicit answers and ask students to justify them.

**Key:**

1. True. She **keeps telling** them not to worry



- 2. False. She says *I don't see why you should be ashamed of it.*
- 3. False. She says *don't worry about sounding like a native speaker.*
- 4. True. She says *being exposed to different non-native accents is a great way to improve your listening and communication skills.*

**Ex.3**

**Aims:**

- to draw attention to lexical chunks for fluency.
- to check understanding of these items.

**Procedure**

- students match 1-4 with a-d and check in pairs.

5-7'

Key: 1c, 2a, 3d, 4b

**Ex.4**

**Aims:**

- to draw attention to the different uses of -ing.
- to practise using the -ing form.
- to practise using the chunks from exercise 4, in the same context.
- To personalise the topic.

**Procedure**

- Give students the transcript.
- Tell them look for words that end in -ing.
- They need to put them in the right categories.

8-10'

Key:

the <b>object</b> of a <b>preposition</b> .	(with) having, (about) sounding
the <b>subject</b> of the <b>verb</b> .	Speaking, being (exposed)
an <b>adjective</b> .	Listening (skills)
the <b>object</b> of the <b>verb</b> .	(Keep) telling

- Students can finish the sentences to express their ideas about learning languages, while practising the -ing form. Encourage cross-classroom interaction, with questions such as: *what do you think? Do you agree with..?*



### Ex.5

#### **Aims:**

- to draw attention to sentence stress.
- to help students visualise how sentence stress works, using the prosody pyramid.
- to help students practise sentence stress.
- to raise awareness of content and function words and which tend to be emphasized in speech.

#### **Procedure**

- Tell students to look at the pyramids and read the green box. Highlight that depending on what message the speaker wants to convey, they might stress different words. I haven't used the term **thought groups and focus words**, like the writer does, to keep it simple. 7-10'  
Suggested answers:  
our accents tell a story.
- I don't see why you should be ashamed of it.
- Be proud of your accent.
  
- Ask students to practise saying the sentences in 6a.
- Then play the audio and ask them to notice which words the speaker stressed. Instead of content and function, I've used the terms **information and grammar words**, which I think are easier for students to remember. The answer is **information** (or content) words.

[Micro-recording 1](#)

[Micro-recording 2](#)

[Micro-recording 3](#)

- Ask them to go back to 5b and practise saying their sentences by applying what they've learnt, i.e. grouping words and stressing the peak vowel of the most important content word in each group.

The pyramid template has been taken from from: *Teaching Pronunciation Using the Prosody Pyramid* by Judy B. Gilbert.

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### Ex.6

#### **Aim:**

to develop metacognitive awareness, i.e. encourage thinking about students' own learning.

#### **Procedure**

- Students first reflect on the questions individually and then share in pairs/groups. 7-10'
- Skip the last question if your students described the picture instead of discussing their attitudes in exercise 1.



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