

## There's nothing wrong with having an accent

Teacher's notes and answer key

Level: B2

Time: up to 90'

### Ex.1

#### Aims:

- To introduce the topic.
- To elicit students' feelings about their English accents.
- To review adjective-preposition grammatical collocations for feelings.

#### Procedure

- Check that students understand the meaning and pronunciation of the adjectives.
- Tell students to think about their English accent and discuss how they feel about it and why. Stronger students can tell an anecdote about a time when they felt good or bad about their accent.
- Students can chat in groups, then you can elicit answers in plenary. Record any other adjectives mentioned on the whiteboard.
- At the end of the activity, give feedback on emergent language. You might need to focus on prepositions the adjectives go with: *Fine with, insecure about, anxious about, proud of, embarrassed of.* **5-10'**
- **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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Exercises 2,3, and 4 are the dictation, reconstruction and analysis stages of dictogloss.

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### Ex.2

#### Procedure:

- Tell students they will hear a teacher talking about the topic. If they are familiar with the term dictogloss, you can use it to describe the type of activity. Play the recording 3 times and allow time for note taking. **5'**

\*You can slow it down using [timestretch](#).

**Recording**



### Ex.3

#### Procedure

- Tell students to work in groups, compare their notes and rewrite the text together. **15-20'**



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#### Ex.4

##### **Procedure**

Give students the transcript. Tell them to read it and compare it with their version. This process will help them notice individual barriers to understanding, e.g. unknown words, phrases, or features of connected speech, such as:

10-15'

- consonant-vowel linking
- elision of final /d/ or /t/.

**Transcript**



This discovery stage might take longer than anticipated. Don't rush it. It's the most important part of the dictogloss.

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#### Ex.5

##### Aims:

- to draw attention to the different uses of -ing form.
- to practise using the -ing form as a subject.
- to practise using the fixed phrase *there's nothing wrong with+gerund*.

##### **Procedure**

- Tell students to read the transcript and look for -ing forms
- They need to put them in the right category.

10-15'

##### Key:

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

- Students can finish the sentences to express own ideas while practising the -ing form.
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#### Ex.6

##### Aims:

- to introduce and draw attention to sentence stress.
- to use a template which can help students visualise how sentence stress works.
- 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 pyramid and read the explanation. Highlight that depending on what message the speaker wants to convey, they will stress specific words. Explain stress in ways that students can understand it, e.g. a syllable is louder, clearer and slightly longer. **10-15'**
- Ask students to predict which words they think are more stressed in the sentences in 5a.
- Then play the audio and ask them to listen and check if they were right.
- Ask them to do 5c according to what they've noticed. The answer is **information** (or content) words.

### **Audio files**

[Micro-recording 1](#)

[Micro-recording 2](#)

[Micro-recording 3](#)

The pyramid template is adapted from: *Teaching Pronunciation Using the Prosody Pyramid* by Judy B. Gilbert

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### **Ex.7**

#### **Aims:**

to develop metacognitive awareness, i.e. encourage students to think about their 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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