

There's nothing wrong with having an accent.



1. Speaking

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

I'm a bit embarrassed. 😞

It's OK. 👍

I'm proud of it! 👍

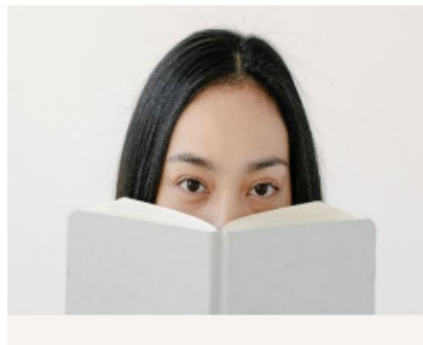


Photo by John Diez from Pexels



2. Listening

a. You will hear an English teacher talking about foreign accents. What does she think? Do you agree with her?

b. Listen again and decide if the statements are True (T) or False (F).

- 1) The teacher always tells her students not to worry about their accent. **T/F**
- 2) The teacher understands why students can feel embarrassed. **T/F**
- 3) The teacher thinks students should try to sound like a native speaker. **T/F**
- 4) The teacher says that listening to a range of non-native accents will help students communicate better. **T/F**



3. Lexical chunks

Match the following phrases with their meanings.

1. To keep doing something	a) It's ok, there's nothing bad about it
2. There's nothing wrong with	b) Actually
3. I don't see why	c) To do something repeatedly
4. In fact	d) I don't understand/I don't agree



4. -ing forms

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.

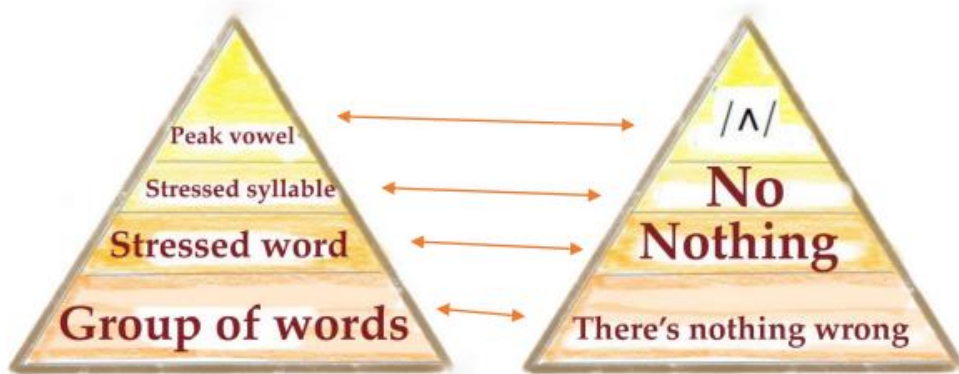
Learning a foreign language.. Speaking English.. I don't see why.. I keep.. There's nothing wrong with..



5. Sentence stress

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) Practise saying sentences 1-3 and use the pyramid template to help you. Which words would you **group together**? Which **word** is the most important in each group? Which **syllable** is stressed, and which **vowel** needs to sound louder, clearer and longer?

1. *Our accents tell a story.*
2. *I don't see why you should be ashamed of it.*
3. *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) Look back at exercise 4b. How would you say your sentences, applying what you have learned about sentence stress?



6. Reflection

- 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?

