

UNIT 3 /ə/ banana (1)



1

A17

Listen to /ə/.

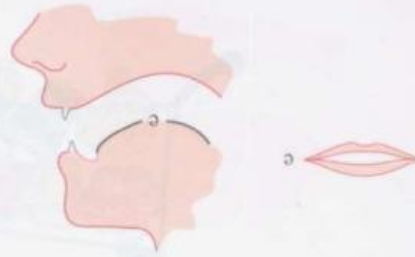
Look at the mouth picture.

A17

Listen to /ə/ and repeat.

Tip box

Sometimes people say əəəə when they get up very early in the morning!



2

A18

Look at the shopping list and listen to the words.

Part of each word is in **bold**. These parts are l-o-n-g and **strong**. They are **stressed**.

Notice that /ə/ is never stressed. It is short and weak.

Shopping list

/ə/
pepper

/ə/
butter

/ə/ /ə/
bananas

/ə/
chocolate

/ə/
pizza

/ə/
yoghurt

/ə/
carrots

/ə/
newspaper

Tip box

/ə/ is the most common vowel sound in English. It is very short and weak and it helps to create the rhythm of English.

3

A18

Now listen to the shopping list again and repeat.

Remember /ə/ is short and weak!

Look at the picture. Say what we need to buy.

EXAMPLE: We need to buy a pizza, some butter and ...



Pairwork

Write your own shopping list. Read your list to your partner: 'I need to buy ...'

Listen to each group of words. **Circle** the word **without** /ə/.
We give the answer to Group 1.

Group 1	Group 2	Group 3	Group 4	Group 5
listen	horse	doctor	teacher	answer
banana	butter	question	hat	mother
cup	flower	window	pizza	shop

UNIT 11 /ə/ banana (2)



1 Say /ə/ (see page 7)

Tip box

Remember: /ə/ is the most common vowel sound in English. It is never l-o-n-g or strong. It is always short and weak.

2 A62

Listen to the words.

Put a tick ✓ if you can hear /ə/ in the word.

Put a cross ✗ if you cannot hear /ə/ in the word.

EXAMPLE:

flower ✓

coffee ✗

newspaper ☐

fruit ☐

the ☐

chocolate ☐

answer ☐

glass ☐

a ☐

vase ☐

3 A63

Look at the pictures, listen to the sentences and repeat.

Notice that /ə/ is never **stressed**, it is always weak.

EXAMPLE: 1

/ə/ /ə/ /ə/
It's a glass of water



2

/ə/ /ə/
It's a cup of coffee



3

/ə/ /ə/
It's a bowl of fruit



4

/ə/ /ə/ /ə/
It's a vase of flowers



5

/ə/ /ə/
It's a newspaper



6

/ə/ /ə/ /ə/
It's a piece of chocolate



Look at the pictures again. Cover the sentences with a piece of paper. Say a sentence about each picture. Remember /ə/ is weak!

Pairwork

Ask your partner: 'What's picture 1?, What's picture 2? ...'

4

A64

Look at the cartoon and listen to the conversation.



5

A64

Listen to the conversation again.

Every time you hear /ə/ write /ə/.

EXAMPLE:

Anna: What's the time, Peter?

**Pairwork**

You are Anna. Your partner is Peter. Practise the conversation. Remember /ə/ is weak!

6

A65

Look at the pictures and listen to some questions.

Answer: Yes, I **have**.' or 'No, I **haven't**.'

EXAMPLE: 1 Have you got a mobile phone?

Answer: Yes, I **have**. / No, I **haven't**.

2



3



4



5



6



7



8



9



10



11



12

**Tip box**


In the question 'have' is weak but in the answer 'have' is strong. This is because it is at the end of the sentence.

**Groupwork**

Ask the questions to other students: 'Have you got a ...?'

UNIT 22 /ə/ banana (3)

1 Say /ə/ (see page 7)

2  Listen to the words and repeat:

/ə/ mother



/ə/ sister



/ə/ father



/ə/ grandmother



/ə/ brother



/ə/ grandfather



Tip box

Remember: /ə/ is the most common vowel sound in English. It is never l-o-n-g or **strong**. It is always short and weak.

3  Now listen to the phrases and repeat:

/ə/ /ə/ /ə/ mother and father



/ə/ /ə/ /ə/ brother and sister



/ə/ /ə/ /ə/ grandmother and grandfather



Tip box

We usually say mother like this: /mʌðə/ But the pronunciation changes when the next word begins with a vowel. We have to say /r/ at the end of mother: mʌðərənd ... – See Unit 26.

4

B37

Look at the picture. Sue is showing her photo album to Anna. Anna is asking questions about the photos. Listen to Anna's questions and repeat:

- 1 Is that your mother?
- 2 Is that your mother and father?
- 3 Is that your grandmother?
- 4 Is that your grandmother and grandfather?
- 5 Is that your brother?
- 6 Is that your brother and sister?



5

B38

Look at Sue's photos. You are Anna. Ask a question about each photo.

EXAMPLE: 1 Is that your brother?

1



2



3



4



5



6



7



8



9



10



Groupwork

Ask your group to show you photos of their families. Ask questions about the photos.

6

B38

Listen to these sentences:

Question: Can you sing?

Answer: Yes, I can.


In the question 'can' is pronounced /kən/

This is the weak form.

In the answer 'can' is pronounced /kæn/

This is the **strong** form.

We use the strong form of 'can' when it is at the end of the sentence.

7  Look at the pictures and listen to the questions. Practise answering with: Yes, I can.

Remember to say /kæn/ in the answer!

EXAMPLE: 1 Can you see?
Answer: Yes, I can.

1  see	2  walk	3  run
4  sing	5  read	6  swim
7  dance	8  use a computer	9  talk



Pairwork

Ask your partner the questions. Remember to say the weak form /kən/ in the question! Your partner says the strong form /kæn/ in the answer.

UNIT 23 /ɜ:/ girl



1

B40

First say /ɔ:/ (see page 45).

Now listen to /ɜ:/.

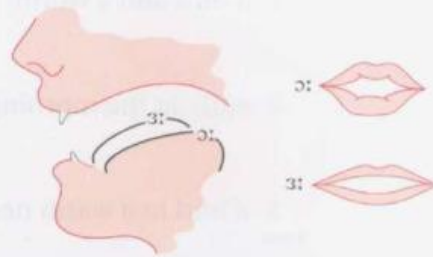
Look at the mouth picture.

B40

Listen to /ɔ:/ and /ɜ:/ and repeat.

Say /ɔ:/. Is it a l-o-n-g sound or a short sound?

Say /ɜ:/. Is it a l-o-n-g sound or a short sound?









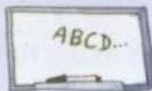

Tip box

Remember, when you see : after a sound, it means it is a l-o-n-g sound.

2

B42

Listen to the words and repeat:

SOUND 1		SOUND 2	
	/ɔ:/ Paul	/ɜ:/ Pearl	
	shorts	shirts	
	walk	work	
	board	bird	

3

B43

Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Is your name Paul?	<input checked="" type="checkbox"/>	Is your name Pearl?	<input type="checkbox"/>
b) I want white shorts, please.	<input type="checkbox"/>	I want white shirts, please.	<input type="checkbox"/>
c) He walks in the garden.	<input type="checkbox"/>	He works in the garden.	<input type="checkbox"/>
d) It's a blackboard.	<input type="checkbox"/>	It's a blackbird.	<input type="checkbox"/>

4 Read the phrases and match them to the pictures:

1 a bird and a worm

2 early in the morning

3 a bird in a warm nest



Now listen to the phrases. Underline every /ɜ:/ sound.

EXAMPLE: a bird and a worm

5 Read this proverb. What do you think it means?

THE EARLY BIRD CATCHES THE WORM



Groupwork

Do you have a proverb with a similar meaning in your language? Tell your group.

6 Look at the proverb again. How many /ɜ:/ sounds are there? Underline them. Now practise saying the proverb.

7 Look at the pictures. Listen to the sentences and repeat:



1 Pearl gets up early to go to work.



2 Pearl's thirsty in the morning.



3 She puts on a shirt and a long skirt.



4 She walks to work at seven thirty.



5 Pearl arrives at work at eight thirty.



6 She's the first person at work.

Now look at the pictures again but cover the sentences. What does Pearl do every morning?