

A Muslim policewoman

(Listening and Pronunciation)

- Description:** Description: Listening for detail and for the sound [ə].
- Use with or after:** *English Network Plus (New Edition)*, Unit 14.
- Skill:** Listening and pronunciation
- Focus:** Further exploitation of a *Network* listening text for listening comprehension and pronunciation.
- Time:** 15 minutes
- Preparation:**
- Print out the second page of this file and make a copy for each student.
 - Cut on the dotted line to remove the key.
- Procedure:**
- Give each student a copy of the worksheet, and point out the comprehension questions 1–5 at the top of the page. Ask the students what they remember about the Muslim policewoman from unit 14, exercise 2. (This procedure presupposes that you have already used the recording for that exercise.)
 - Play the first statement only from track 18 of Text CD 2. This first statement lasts just over one minute on the recording.
 - Students fill in the answers to questions 1–5 individually, and then compare with a partner.
 - Write [ə] on the board and make sure the students remember what it means. Refer them if necessary to the listing of the phonetic alphabet on page 158 of *English Network Plus (New Edition)*. You might want to remind them that [ə] is the most common sound in the English language, and that it is always unstressed.
 - Point out the list of fifteen words from the recording. Working in pairs, the students go through the list and try to agree about which words contain the [ə] sound, and which parts of the words are pronounced that way. Encourage them to underline these parts of the words lightly in pencil.
 - Make sure everyone understands that all fifteen words contain the [ə] sound, and then play the recording again.
 - Distribute the key, let them check their answers, and then play the recording a third time so the students can concentrate on hearing the sound [ə] in these words.
 - If the question comes up, you can explain that the one-syllable words in the list (*a, but, can, for, the, to*) also have a “strong pronunciation” which is used with the word is stressed or spoken in isolation.
 - Let them find and practice four more words with [ə], as suggested on the worksheet.





Listen again to the recording of the Muslim policewoman from unit 14 of *English Network Plus (New Edition)*.

1. What did the policewomen use to wear? _____ .
2. What do they wear now instead? _____ .
3. What else can Muslim policewomen now wear? _____ .
4. Where does the speaker work? _____ .
5. What is she organising? _____ .

Fifteen of the words from this recording are listed below.

How many of these words have the sound [ə] in them? _____ .

Underline the part(s) of the words that are pronounced [ə]. Then listen to the recording again and try to hear the sound [ə] in these words.

| | | |
|-------------|-----------|-----------|
| agree | can | allowed |
| but | recognise | to |
| a | for | tolerance |
| about | the | community |
| fashionable | were | London |

Your teacher will give you the key. Check your answers, and then listen to the recording again. Concentrate on hearing the sound [ə] in these words!

With a partner, look at the *Dictionary* section of your textbook (pages 158–175) and find four more words that contain the sound [ə]. Practice pronouncing these words.



Key:

1 skirts, 2 trousers, 3 a headscarf, 4 in London, 5 a community relations project.

All fifteen words have the sound [ə] in them:

| | | |
|--------------------------|------------------------|-------------------------|
| agree [ə'gri:] | can [kən] | allowed [ə'laʊd] |
| but [bət] | recognise ['rekəgnaɪz] | to [tə] |
| a [ə] | for [fə] | tolerance ['tɒlərəns] |
| about [ə'baʊt] | the [ðə] | community [kə'mju:nɪtɪ] |
| fashionable ['fæʃənəbəl] | were [wə] | London ['lʌndən]. |

