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## P01. ɪ/ē (IPA [ ɪ/i ] ) – ex, ship vs sheet

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Instructor: \_\_\_\_\_ Class Level: \_\_\_\_\_ Date: \_\_\_\_\_

### Section 0: New Information

For listening and video links, go to Tinyurl <https://tinyurl.com/SDLA-Pronunciation>. Find your SDLA number on the left and all the resources to finish your SDLA will be on the right.

*In this SDLA, we will learn and practice the sounds ɪ and ē. Practice listening to the two words at the top of each page. Then select "Listen" under the Quiz section and select the word you hear. The numbers on the right will show your score. Write down the words you need more practice with below:*

### Section 1: Listening

*Listen to the following paragraph. Note that the speaker makes pronunciation errors. Highlight the words in the paragraph that the speaker mispronounces. Write the words that you heard above the mispronounced words.*

I will **meet** my friend Rich at the store later. He said he has been trying to reach me for several days. I gave him my new number, so he should be able to reach me with ease now. I want to beat him to the café. It is where my mom works. I can slip in the back and surprise her. Last time she hit her hip against the table. Then, she beat me.

### Section 2: Repetition

*Listen to the accurate version of the paragraph. Now **RECORD YOURSELF** reading the paragraph from Section 1 correctly. Use your cell phone to record yourself. Save it.*



*Listen to your recording with your eyes closed. Can you understand what you said? Which words are difficult to understand? Write them in blue box below:*





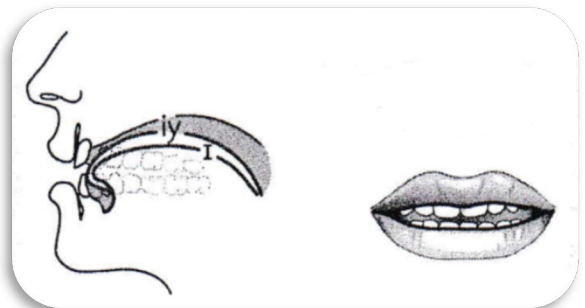
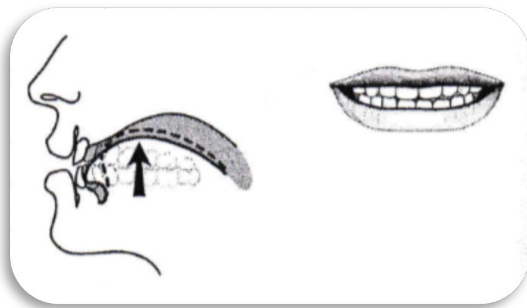
Optional: Record the paragraph a second time. Listen with your eyes closed. You can ask a friend to listen with their eyes closed. Can they understand every word? Write down which words your friend could not understand. Practice those words more.

### Section 3: Senses

Part 1. Look at the diagrams below.

ē [i]

ɪ [I]



When we make the ē [i] sound, we spread our lips and smile. Your tongue should be high in your mouth. Don't be afraid to smile! Practice smiling and making the ē [i] sound. When we make the ɪ [I] sound, our lips are more relaxed. Don't smile for this sound. Also, your tongue should be a little bit lower for the ɪ [I] sound.

Often students do not hold the ē [i] sound long enough. [Listen](#) to the following words. See how many times you can tap your hand during each word. Listen again and write "2" above the words with 2 taps and write "1" above the words with just 1 tap.

tip tea sheet sheep seep pick peak pitch peach is ease it eat



Part 2. **RECORD YOURSELF** reading the words above in Part 1. Use your mobile phone to record yourself. Make sure the length of the ē [i] sound is longer than the ɪ [I] sound.

### Section 4: Conversation Practice

Read the conversation below. Are there any words you don't understand? Look them up in a dictionary. Practice reading this to yourself. Practice both as the "waiter" and as "you." You will practice this conversation with the tutor later. Concentrate on pronunciation of the individual words.





**Waiter** What can I get you?

**You** I'd like a thick slice of ham. I'll take leeks on the side. And could you pour a heap of flax seeds on top?

**Waiter** No problem. Would you like peach tea or a pitcher of milk?

**You** How about a pitcher of peach tea?

**Waiter** Sounds good. Your lunch comes with chips, too.

**You** Thanks. Can I have a sheet of paper? I need to leave a note for my cheap friend. She's late.

**Section 5: What Did I Learn?**

Now that you've completed sections 1 through 4, rate how well you can do the following. Put an "X" in the box matching your self-assessment. This will help the tutor assist you better.

**Self-Assessment**

<b>Pronunciation Skill</b>	<b>I can't do this YET.</b>	<b>I can do this WITH some help.</b>	<b>I think I usually can do this WITHOUT help.</b>	<b>I can TEACH this to a classmate.</b>
I can hear the difference between ɪ and ē				
I can hold the ē sound for 2 taps.				
I know some words I need to keep practicing.				

**GOOD job!** Now make an appointment with a tutor at the Front Desk.

The tutor will call your name when he/she is ready.





## Optional while you wait for a tutor:

Watch the optional video. Take notes in your notebook.

- a) How does she describe the mouth positions for ĭ/ē?
  - b) Use what you have learned in the lesson. Write “2” above the words below that need 2 taps?
- Look up unfamiliar words. creek, flea, flit, arriving, usually, hymn, relief, these, this, antique, Chinese

### Section 6: Practice with a Tutor!

After completing the self-assessment, meet with a tutor and give this completed SDLA to them. To make sure you understand this activity, the tutor will review your answers and recordings with you. They will also help you practice the conversation in Section 4. After you have finished, the tutor will provide you with feedback in the following areas:

#### Grading Rubric

Area of Focus	1 Point	3 Points	5 Points
<b>Content</b>	Learner usually does not provide enough information in answers.	Learner provides all necessary information in answers some of the time.	Learner provides <u>extra</u> information in answers most of the time.
<b>Skill: ĭ/ē (IPA [ ɪ/i ])</b>	Learner usually cannot hear and speak the target sounds correctly.	Learner can hear and speak the target sounds correctly some of the time.	Learner can hear and speak the target sounds correctly most of the time.
<b>Overall Pronunciation</b>	Learner’s speaking is unclear and often requires listener effort.	Learner’s speaking is generally clear but requires listener effort sometimes.	Learner’s speaking is clear and smooth and requires a little listener effort.

Possible Points \_\_\_\_\_ / 15

**\*Students must receive at least 10 points to move on.**

#### Tutor Recommendations:

**Congratulations! Move on**  
 Student has successfully completed this SDLA and is ready to continue to the next.

**Repeat**  
 Student hasn’t yet mastered this SDLA. It is recommended that the student complete it again.

**Tutor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

