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## P12. Consonants: s/z ex, sip vs zip

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

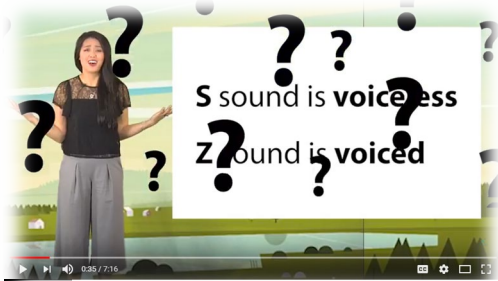
Instructor: \_\_\_\_\_ Level/Class: \_\_\_\_\_ Date: \_\_\_\_\_

### 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 practice the consonant sounds **s** and **z**. Both of these sounds are made by touching the top tip of the tongue to the tooth ridge behind the front teeth. Although these sounds have the same mouth movement, the difference is that one is voiced/vibrates in the throat and the other is voiceless.

Listen to the S/Z Activity. The activity *to the right starts at 2:55 of the video..* In the video, she will say three words. Maybe the first two have an /s/ sound and the third one has a /z/ sound. Then put an "X" in column C.



#### Which word is different? (Video time- 2:55)

1. A	B	C	5. A	B	C
_____	_____	_____	_____	_____	_____
2. A	B	C	6. A	B	C
_____	_____	_____	_____	_____	_____
3. A	B	C	7. A	B	C
_____	_____	_____	_____	_____	_____
4. A	B	C	8. A	B	C
_____	_____	_____	_____	_____	_____

Check your answers and write the words for each number with the video. **Mark** the ones you got wrong to review with a tutor.

### Section 1: Listening

Listen to these sentences. While you listen, **highlight the words that the speaker mispronounces.** Try to write the words that you heard below the mispronounced words. You will also hear words with sounds from the previous SDLAs.

1. Be careful! You will zap yourself with the live wire if you don't secure it with gloves on.
2. She left her fuzzy slippers on the couch next to that soft sage-colored pillow on the zebra sofa.
3. Make sure you melt the cheese for at least 2 minutes in the microwave so we can dip chips in it.
4. Spring allergies made him sneeze a lot during his soccer game last Saturday.
5. Don't use the green hose to wash your car. It has a lot of small holes that wastes water.
6. Sarah went to see Dr. Zander last week and he said to take zinc for her cold.

## Section 2: Repetition



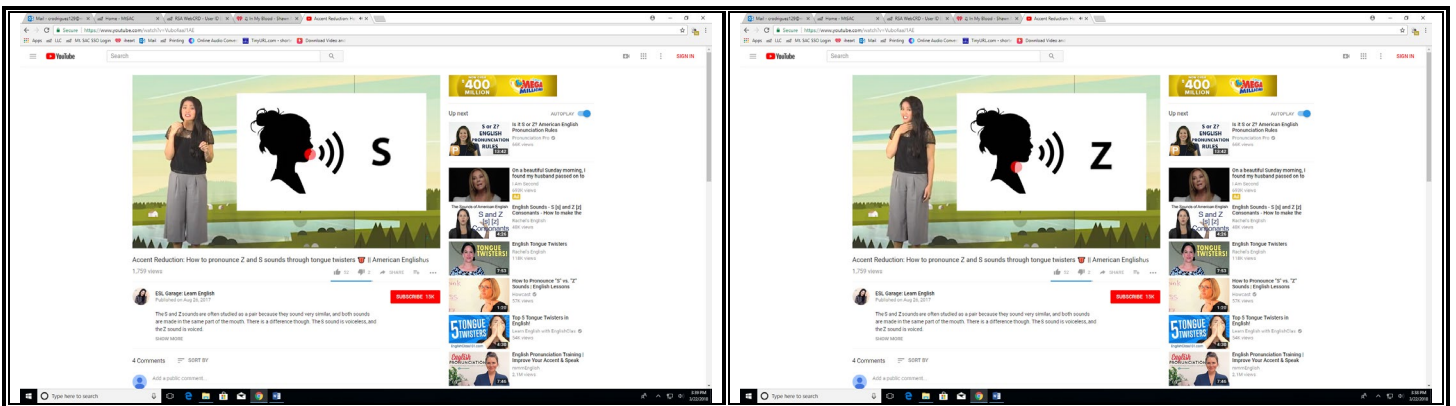
**You can hear the correct pronunciation of Section 1 and practice. Using your cell phone, record yourself reading the sentences from Section 1. Save it.**



Listen to what you recorded with your eyes closed. Can you understand what you said? Which words are difficult to understand? Write them here.

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

## Section 3: Senses



*Adapted from <https://www.youtube.com/watch?v=mDN3nGshwaU>*



**Part 2. Record yourself reading these words from the video. Place your hand on your throat to check that you feel the vibration with z sounds.**

cease seize ice eyes fussy fuzzy sink zinc sown zone muscle muzzle face phase  
 trace trays gross grows We saw the place. We saw the plays. He lost the race. He lost the raise.

## 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 as both speakers. You will practice this conversation with the tutor later. Concentrate on the pronunciation of the individual words.*

<b>Zoe</b>	This box smells funny, Liz.
<b>Liz</b>	There's something written on it. Let's see.
<b>Zoe</b>	What does it say?
<b>Liz</b>	OMG! It says this contains mice! Eww!
<b>Zoe</b>	Yikes! Why would there be a box of mice here?
<b>Liz</b>	Wait! Listen! Now, what's that? The noise is coming from this sack.
<b>Zoe</b>	It's making a strange hissing sound.
<b>Liz</b>	Zoe! It sounds like snakes!
<b>Zoe</b>	Oh, it does. This is getting more and more strange, isn't it?
<b>Liz</b>	I wonder what's in this case. It's making a buzzing noise.
<b>Zoe</b>	Those are bees!
<b>Liz</b>	A box of mice, a sack of snakes, and a case of bees, this post office is turning into a zoo!

*Adapted from Pronunciation Pairs, Second Edition*

**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.

	<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 <b>s</b> and <b>z</b> .				
I can identify the differences in mouth movement or voicing for <b>s</b> and <b>z</b> .				
I know some words I need to keep practicing.				



***Congratulations!** Now you can write your name on the door to work with a tutor. The tutor will call your name when he/she is ready.*

**Optional while you wait for a tutor:**

*Search the Internet for a website where you can practice listening to /s/ and /z/ sounds.*

**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:*

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: s and z</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.

**Total 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 another SDLA.*

**Repeat**

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

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

**Date:** \_\_\_\_\_