

Pronunciation activities part 1

by Adrian Tennant

Sound matters: /i:/ and /ɪ/

Level: All

Target age: Adults and teenagers

Time needed: 30-45 minutes

Summary: This lesson focuses on the distinction between the phonemes /i:/ and /ɪ/

Exercise 1

- On the board write up the following two words: *ship* /ʃɪp/ and *sheep* /ʃi:p/.
- Ask a few students to pronounce the two words.
- If you need to, model the words and make sure students can hear the difference.
- Explain that you will play a recording with eight sentences. The students' task is to listen and decide which word they hear.
- Get students to read the eight sentences on the worksheet.
- Play the recording and get students to circle the word they hear.
- Put students in pairs and have them check.

Key:

- fill*; 2. *beans*; 3. *heat*; 4. *slipping*; 5. *pick*;
- sit*; 7. *leave*; 8. *peach*

- Play the recording again, pausing after each sentence.
- Have the students repeat the sentences they hear.
- If necessary, drill each sentence to clarify the pronunciation.

Audioscript:

Listen and circle the word you hear in each sentence.

- I can't fill that.*
- Where are the beans?*
- Can you heat this for me?*
- She always seems to be slipping.*
- You can pick now.*
- Where do you want me to sit?*
- I'm not sure if I could leave here.*
- Is the peach ok?*

Exercise 2

- Ask students to look at the chart.
- Play the first two words on the recording.
- Make sure students can distinguish between the two words – at this stage you might want to drill the words with your students.

- Play the rest of the recording and get students to write the words they hear in the correct column.
- Put students in pairs and have them check together.
- Play the recording again.
- Check in pairs and then as a class.
- Finally, students practise saying each word.

Key:

/ɪ/	/i:/
fill	feel
grin	cheek
still	steal
lip	reach
rich	green
	cheap
	sleep

Exercise 3

- Ask students to read the chant while you play the recording.
- Play the recording again, stopping after each line and ask students to repeat what they hear.
- Ask students to say the chant.
- Play the recording again with the students saying it at the same time.

Audioscript:

*Jilly's a cheeky chick,
I love her green eyes and her grin.
Jim's feet still fit his shoes,
And Billy's always sleeping.*

Noughts and Crosses



- Play Noughts and Crosses. Draw the following grid on the board:

/i:/	/ɪ/	/i:/
/ɪ/	/i:/	/ɪ/
/ɪ/	/i:/	/ɪ/


- Put students into two teams – Noughts and Crosses.
- One team starts by coming up to the board, pointing to a phoneme and saying a word with that sound in.
- If they are correct, they put their symbol in the box.
- Then the other team takes their turn.
- The aim of the game is to make a row of three boxes. The team that can make a row first wins.

Worksheet

Exercise 1

 Listen and  the word you hear in each sentence.

1. I can't **fill/feel** that.
2. Where are the **bins/beans**?
3. Can you **hit/heat** this for me?
4. She always seems to be **slipping/sleeping**.
5. You can **pick/peek** now.
6. Where do you want me to **sit/seat**?
7. I'm not sure if I could **live/leave** here.
8. Is the **pitch/peach** ok?


 Listen again and repeat each sentence.

Exercise 2

 Listen to the words and write each one in the correct column.

/ɪ/	/i:/
fill	feel

Exercise 3

 Jilly's a cheeky chick,
I love her green eyes and her grin.
Jim's feet still fit his shoes,
And Billy's always sleeping.