



## P02. ā/ě (IPA [ e/ɛ ] ) – ex, bade vs bed

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.

*Listen to these words. Imagine how your tongue and mouth need to move to correctly pronounce them. Then write the words from Row A and Row B into the correct columns below. Using an online dictionary, like <https://www.merriam-webster.com/>, can help you.*

Row A: rain, wren, sleigh, sled, say, said, bade, bed

Row B: grey, read (past tense), sped, mate, rotate, medical, dictate, special, braid, bread

### ā vs. ě sounds

ā[e] sounds	ě[ɛ] sounds

### Section 1: Listening

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

“bade”

Wake up! Time to bid your bed goodbye. Quit counting sheep. Say so long to your

sheets. Another morning keeps begging your attention. Wait not for the alarm. Jay birds





are singing with your rivals. Eat your breakfast with haste. Speed into the mist. Whip  
your eagerness into control without waste. Because time waits for no one.

## 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.



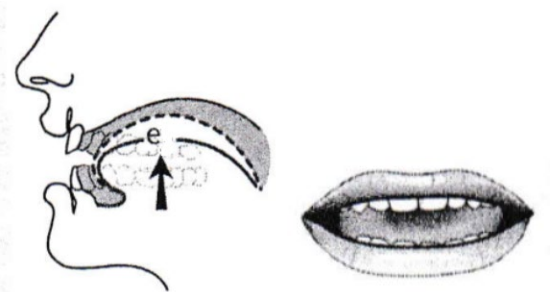
Listen with your eyes closed. Can you understand what you said? Which words are difficult to understand? **Write them here.**



Optional: Record a second time the correct paragraph. 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

**Part 1.** Look at the diagrams below. ā[e] is a long sound. Spread your lips and move your tongue up a little as you say it.



ě[ε] is a short, relaxed sound. Open your mouth, spread your lips just a little, and do not move your tongue.



Listen to the following words. Repeat the words. The words with ā[e] last longer than the words with ě[ε]. For words with ā[e], the tongue is a little higher than for ě[ε] sounds. Can you feel your tongue move for the ā[e] sounds? 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.





mate met late let waist west main men taste test

**Part 2. RECORD YOURSELF** reading the words above in Part 1. Use your mobile phone to record yourself. Make sure the length of the ā[e] sound is longer than for the ě[ε] 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 "sister" and as "you." You will practice this conversation with the tutor later. Concentrate on pronunciation of the individual words.

**Sister** Have you fed your pet yet?  
**You** I was just getting his tray to feed him ready. I agree I am a little late today.  
**Sister** Why do you always wait until he is hungry and angry?  
**You** How do you know he is hungry and angry?  
**Sister** His teeth around my wrist is one hint.  
**You** That? He is simply showing his contempt for your bad smell and weak taste.

#### Section 5: Student Self-Assessment

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

Pronunciation Skill	I can't do this YET.	I can do this WITH some help.	I think I usually can do this WITHOUT help.	I can TEACH this to a classmate.
I can hear the difference between ā and ě				
I can hold the ā 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:

Check out an iPad from the Front Desk. Go to the app “The American English Pronunciation Tutor.” Work through Unit 1.

### 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: ā/ě (IPA [ e/ε ])</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:** \_\_\_\_\_

