

# Language Learning Center

Self-Directed Learning Activities



## P17. Consonants: s/sh [IPA (s/f)] ex, sip vs ship

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.



Listen to the conversation a few times online. There are **MANY** words with s and/or sh sounds. Fill the boxes below with as many words as you can that have s and/or sh sounds. Practice these words. You will review these words with the tutor.

s

s &  
sh

sh

### Section 1: Listening

Listen to these sentences. While you listen, **circle 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. Shy Shelly sells seashells by the seashore to save money for her sister Sue.
2. Sam's shop stocks clothing including short spotted socks for leather sports shoes.
3. The sun shined on those silk sashes in the shop for mothers on 6<sup>th</sup> and Stevenson St.
4. There was a fisherman named Sunny who fished for some fish in a fissure by the swamp while he sunbathed.
5. It is such a shame that the smooth and shimmering shark got lost in the thundering sea.

## Section 2: Repetition



Listen to the clean audio of *Section 1* and practice. Using your cell phone, **record yourself** reading the sentences from *Section 1* correctly. Save it.

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

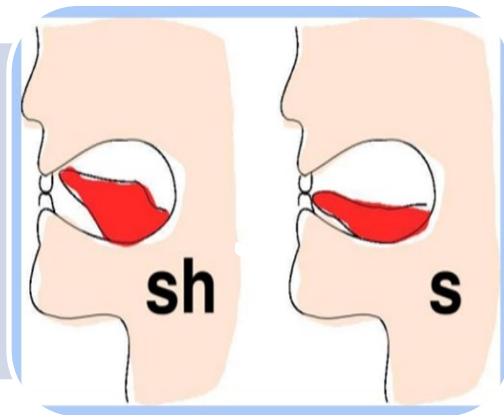


**Optional:** Record a second time the correct sentences. Listen with your eyes closed. You can ask a friend to listen with their eyes closed. Can they understand every word? Write down which ones your friend could not understand. Practice those words more.

## Section 3: Senses

*S and Sh are fricatives. This means that the s and sh sounds are produced with continuous airflow through the mouth. Both of these are also voiceless sounds, so we feel no vibration when we make these sounds. The only difference between these two sounds, then, is the placement of the tongue.*

When we produce the sh sound, the tongue needs to be up touching the roof of the mouth behind the front teeth. Then we blow air through the mouth.



On the other hand, the tongue is low behind the teeth to make s. The jaw is closed and only the lips open to allow air to flow over the tongue and through the mouth.

**Part 2. Record yourself** reading these words.



seats   sheets   shine   lease   national   possible   although   Chicago   lather   promising  
 nice   same   teethe   shore   fished   weather   gash   shave   rhythm

### 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>You</b>	Do you sell silk bedding or sheets in this store?
<b>Clerk</b>	Yes, we do. They're very soft and sheen. You'll sleep so soundly with them.
<b>You</b>	That sounds so pleasing. I'm getting sleepy just thinking about it. Can you show me where you display them?
<b>Clerk</b>	Yes, of course. Please come this way. They are beside our cotton selection.
<b>You</b>	Oh, these are luxurious. Is that the regular price? Is there some special or sale going on in this shop?
<b>Clerk</b>	I'm sorry. These are so posh. They never go on sale.
<b>You</b>	I guess I'll borrow money from my savings for this splurge.
<b>Clerk</b>	You won't regret it. I'm convinced you will be satisfied.

### 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.

	<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>sh</b> .				
I can identify the differences in mouth movement for <b>s</b> and <b>sh</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.

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

*Check out an ipad from the front desk. Open the American English app.  
Under Unit 7: Consonants: “Constituants” complete Lesson 5: “sun” and Lesson 7: “ship”*

**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 sh</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 another SDLA.*

**Repeat**

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

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

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