LESSON 1 **short i *(ink)* /ɪ/ ↔ ee *(tree)* /iː/**

– What about **this fix**? Can I **ship it**?
– Yes. **Ship it**.
– What about this feature? Can I **ship it**?
– No, don't **ship it**. **Six** tests **still** fail.



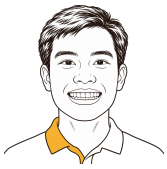
1 Target sound: short i (ink) /ɪ/

1A LISTEN AND REPEAT

a First say ee as in *tree*: smile, and make it long. b Open your mouth a *little* more and relax your lips: short i as in *ink*. c Say both together: ee · i · ee · i. ee is long. short i is short. ▶ Track 1.1

ee *(tree)* /iː/



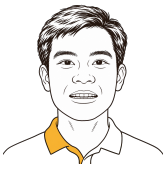


smile · lips spread · long

Long: pull your hands apart slowly ← →

short i *(ink)* /ɪ/





relaxed · a little more open · short

Short: tap the table once •

2 Sound pairs

2A SOUND PAIRS

Listen and repeat. The last three pairs are from your work. ▶ Track 1.2

Sound 1 · **ee *(tree)*** /iː/		Sound 2 · **short i *(ink)*** /ɪ/	
	**sheep** Look out for that sheep.		**ship** Look out for that ship.
	**leak** Stop it leaking!		**lick** Stop it licking!
	**leave** He's going to leave.		**live** He's going to live.
	**feel** WORK Can you feel it?		**fill** Can you fill it in?
	**least** WORK That's the least we need.		**list** That's the list we need.
	**these** WORK Run these tests.		**this** Run this test.

2B WHICH WORD?

Listen to six sentences. Tick the word a) or b) that you hear. ▶ Track 1.3

1 a) feel ☐ b) fill ☐
2 a) least ☐ b) list ☐
3 a) these ☐ b) this ☐
4 a) leave ☐ b) live ☐
5 a) leak ☐ b) lick ☐
6 a) sheep ☐ b) ship ☐

2C SOUND-PAIR WORDS

Listen: Number 1, then five words, one at a time. Write 1 for ee or 2 for short i. ▶ Track 1.4

	a	b	c	d	e
1 · sheep / ship					
2 · leak / lick					
3 · leave / live					
4 · feel / fill					
5 · least / list					
6 · these / this					

2D SOUND-PAIR SENTENCES

Listen to six sentences from 2A. Write the word you hear: the ee word or the short i word. ▶ Track 1.5

1 _____ **2** _____ **3** _____

4 _____ **5** _____ **6** _____

2E SENTENCES WITH BOTH SOUNDS

Listen and repeat each sentence. Then in pairs: A reads, B checks every bold word: ee long, short i short. Last, say one sentence into phone dictation: every bold word must come out right. ▶ Track 1.6

1	Run **this** test, then all **these** tests.	*one pair*
2	We **leave** at six, but we **live** near the office.	*one pair*
3	The **least** we need is a short **list**.	*one pair*
4	**Fill** in the form if you **feel** it is slow.	*one pair*
5	**Fix** the **leak** before we **ship** it this **week**.	*two pairs*
6	We **still need these six** tests to pass.	*two pairs*

3 Dialogue

3A TWO SOUNDS IN THE STANDUP

Say these words from the standup below. Make ee long, short i short. The strong syllable is bold.

	ee *(tree)* /iː/	**short i** *(ink)* /ɪ/
One syllable	we · we'll · need · see	fix · list · quick · still · six · Kim · Bill · sprint
Two syllables	**meet**ing	**is**sues · com**mit** · **meet**ing (-ing)
Three syllables	—	**crit**ical · **dif**ficult · **in**terface · **min**imum · ter**rif**ic · ex**ist**ing · con**sis**tent · de**liv**er

3B A SPRINT STANDUP

Listen to the standup. Listen for the two sounds. Fill the gaps (1–8) with three-syllable words from 3A. ▶ Track 1.7

A sprint standup

LARS: Morning, everyone. Quick standup. Is Kim in?
INGRID: Kim's still in a meeting with the client.
LARS: OK. Bill, you first.
BILL: Yesterday I fixed a **1** _____ bug in the checkout.
LARS: **2** _____! Did you commit it?
BILL: Yes, and six tests pass. But this test is still **3** _____. I need a second pair of eyes.
KIM: Hi! Sorry, I'm here.
LARS: Hi, Kim. What are you working on?
KIM: The login **4** _____. The **5** _____ code isn't **6** _____.
INGRID: Can we **7** _____ it in this sprint? The client wants to see it on Friday.
KIM: Six days is the **8** _____. I'll list the issues after the meeting.
LARS: Kim! We're going to miss the sprint!

4 Numbers

4A WORD STRESS

The strong syllable is bold. Listen and repeat. ▶ Track 1.8

three	thir**teen**	**thir**ty	3	13	30
four	four**teen**	**for**ty	4	14	40
five	fif**teen**	**fif**ty	5	15	50
six	six**teen**	**six**ty	6	16	60
seven	seven**teen**	**sev**enty	7	17	70
eight	eigh**teen**	**eigh**ty	8	18	80
nine	nine**teen**	**nine**ty	9	19	90

4B MOVING STRESS

Alone, the stress is at the end: fifteen. Before a strong word, it moves to the front.

The build takes fifTEEN. → It takes FIFteen MINutes.

4C TICKET BINGO

Groups of 3–5. One person reads ticket numbers from 4A in any order. Choose a board; cover each number you hear. A full board: shout "Ship it!"

A

13	3	80
7	19	50
17	90	8

B

60	4	16
40	30	13
70	5	90

C

5	15	16
70	90	3
40	7	18

D

60	6	15
8	14	17
9	90	80

5 Spelling and use

5A PRONUNCIATION TABLE

One sound, many spellings (like the Jolly Phonics sound book). Bold rows are the usual spellings. Circle every spelling you met in this lesson.

ee *(tree)* /iː/	LONG
ee	feed · free · screen · speed · feedback · agree
ea	feature · release · team · stream · repeat · lead
e_e · e	delete · complete · these · we · me · debug (dee-bug)
ey	key · keyboard · API key
ie · ei	field · retrieve · receive
i	machine · unique · routine
eo	people

short i *(ink)* /ɪ/	SHORT
i	fix · list · sprint · commit · script · link · click · pixel · widget · filter
y (inside a word)	system · syntax · symbol · dynamic · sync
e (weak de-, re-, be-, ex-)	deploy · request · return · release · review · design
a (-age)	package · message · image · storage · manage
ui	build · built
u	business · busy
-ed · -es after t, d, s, sh	tested · added · fixes · pushes

5B YOUR TURN

Ingrid (product manager) writes: "The client wants the new filter panel to feel faster before next Friday's demo. Can you also make it work on mobile?" Answer out loud in 30 seconds: start with a stem, use the words. Then read the model and answer again.

What do you ask Ingrid before you say yes?

STEMS

Just to clarify, do you mean … or …? · Which … do we need to …? · Is … fixed?

WORDS

☐ **need** ☐ **these** ☐ **keep** ☐ **feature** ☐ **which** ☐ **quick** ☐ **fix** ☐ **ship**

MODEL

Hi Ingrid, just to clarify: by "faster", do you mean the first load of the new **feature**, or the filter itself? **Which** devices do we **need** to support: phones, tablets, or both? And is next Friday fixed? If we **keep** it to **these** three screens, I think we can **ship** a **quick fix** before the demo.

This week

Every day	Say the six sound pairs of 2A, slowly, then fast. Check with phone dictation (English): *ship it · this test · fill the form · sprint*. If it types the right words, you said them right.
Homework 1	On the course site (noria.chamchienglish.com) or on paper, before Monday 30 November, 16:00: the warm-up (2A–2D), Say it (sentences, a score after each) and Read aloud (three short texts for your teacher). About 10 minutes a day.