

Unit Three: /l/ & /r/

rarely lures rural

/rɛərli/ /lurz/ /rurəl/

How to Make the Sound

There are two /l/ sounds in English. One is the light /l/, which occurs at the beginning of a word, and the dark /l/, which can be found in the middle or at the end of a word. To make the light /l/, place the tip of your tongue just behind your top teeth. Your breath should pass along both sides of the tongue and through the open lips. The dark /l/ is similar, except have the tip of your tongue further back. /r/ is very close to the dark /l/, except the tip of your tongue should not touch the roof of your mouth.

Exercise One: Word Repetition

Listen to the following words and repeat.

leaf

reef

leer

lick

Rick

real

silly

serious

really

full

hurry

mirror

rile

rural

lure

Exercise Two: Minimal Pairs

Listen to the following word pairs from your tape. Repeat them, being careful to make the distinction between the two sounds.

limb

rim

berry

belly

lot

rot

jelly

jerry

spool

spoor

raw

law

light

right

bowling

boring

free

flee

climb

crime

Exercise Three: Phrases with /l/

Listen to your tape. You will hear phrases of words that either contain the sound /l/ or do not. As you listen to each phrase circle **yes** if you hear /l/, and circle **no** if you do not.

1. yes

no

4. yes

no

7. yes

no

2. yes

no

5. yes

no

8. yes

no

3. yes

no

6. yes

no

9. yes

no

Exercise Four: Minimal Pair Distinction

Part One

Listen to your tape. You will hear the sentences below, but only one of the *italicized* words will be spoken. Circle the word which you hear.

1. Her *lace/race* was lost.
2. John was always *right/light*.
3. The judge thought that it was a real *climb/crime*.
4. My friend comes from a very *loyal/royal* family.
5. The people *erected/elected* their hero.

Part Two

Listen for the missing words and write them on the lines below.

6. The _____ was a dull brown colour.
7. His _____ was getting bigger every day.
8. He gave his paper for the _____.
9. He lost a _____ in the car accident.
10. The _____ got bigger minute by minute.

Exercise Five: Dictation

Listen to the following sentences and write them.

1. _____ is out. _____
2. ___ Crimes _____
3. _____ fleas _____
4. _ Is Roland _____
5. ___ Rural _____

Exercise Six: Questions for Answers Given

In this section, you will hear 5 answers. You will not hear the questions. Listen carefully to the answer, and then record the question in the space provided on your tape by using your drill/record button.

Example: _____ ? I'm fine, thanks.

(you record "How are you?" onto your tape BEFORE the answer. Then, cue your tape and let your instructor listen.)

1. Is the...
2. Are you...
3. Did the...
4. Have you...
5. Can I...

Tongue Twisters

Say the following sentences aloud, concentrating on the sounds L and R.

1. Laura and Larry rarely lull their rural roosters to sleep.

/ləʁə ən ləri rɛrli ləl ðɛr rurəl ru^wstərz tə sliɪp/

2. Sri Lankans are really leery of Landry's rules.

/sri lænkənz ɑr riɪli liəri ʌv lændriɪz ruəlz/

3. Climbing crimes are lures for crowded clowns.

/klaɪmɪŋ kraymz ɑr luərz fɔr kra^wdəd kləʊnz/

4. There are free fleas for all the loyal royalty.

/ðɛr ɑr friɪ fliɪz fɔr ɔl ðə loɪəl rɔɪəlti/

5. It's the right light with the glimmer in the mirror.

/ɪts ðə raɪt laɪt wɪθ ðə glɪmə ɪn ðə mɪrər/

6. Collecting the corrections is the role of the elderly.

/kələktɪŋ ðə kərəkʃənz ɪz ðə ro^wl ʌv ðə ɛldərlɪ/

7. Are Roland and Sally rallying here in their lorry?

/ɑr ro^wlənd ænd sæliɪ ræliɪŋ hiə ɪn ðɛr lɔri/

8. Jerry's berry jelly really rankled his broiling belly.

/dʒɛrɪz bɛri dʒɛli rɪli ræŋkəld hɪz brɔɪlɪŋ bɛli/

9. Yellow arrows frilled with reefed leaves are rarely light.

/jelə^w ɛrə^wz frɪld wɪθ riɪft liɪvz ɑr rɛrli laɪt/

10. A leaky rear latch on the listing bark lifted right up and the water rushed in.

/æ liɪki riə lætʃ ɔn ðə lɪstɪŋ bɑrk lɪftəd raɪt ʌp ænd ðə wɔtər rʌʃt ɪn/

Unit Three /l/ & /r/

Minimal Pair Exercises for Student Pairs

A

You and your partner have different sheets, either A or B.

Read your words from the list below to your partner, and he or she will mark down which word is different, either the first, second, or third. Then, your partner will read, and you will mark down on your worksheet either the first, second, or third, whichever is different.

Example: You hear "rim—limb—rim"; you write 2 in the space provided, as the second (limb) was different from the first and third (rim).

- | | | | |
|-----------|--------|---------|-------|
| 1. limb | rim | rim | _____ |
| 2. belly | berry | belly | _____ |
| 3. climb | crime | climb | _____ |
| 4. lot | rot | rot | _____ |
| 5. right | light | light | _____ |
| 6. spoor | spool | spoor | _____ |
| 7. boring | boring | bowling | _____ |
| 8. flee | free | free | _____ |
| 9. law | raw | law | _____ |
| 10. jelly | jerry | jelly | _____ |

Unit Three /l/ & /r/

Minimal Pair Exercises for Student Pairs

B

You and your partner have different sheets, either A or B.

Read your words from the list below to your partner, and he or she will mark down which word is different, either the first, second, or third. Then, your partner will read, and you will mark down on your worksheet either the first, second, or third, whichever is different.

Example: You hear "rim—limb—rim"; you write 2 in the space provided, as the second (limb) was different from the first and third (rim).

- | | | | |
|------------|---------|--------|-------|
| 1. free | flee | free | _____ |
| 2. spool | spool | spoor | _____ |
| 3. raw | law | raw | _____ |
| 4. bowling | bowling | boring | _____ |
| 5. jerry | jelly | jerry | _____ |
| 6. light | right | right | _____ |
| 7. belly | berry | berry | _____ |
| 8. limb | rim | limb | _____ |
| 9. crime | crime | climb | _____ |
| 10. rot | rot | lot | _____ |

Unit Three Pair Dictation

A

Read the following text to your partner. Repeat as many times as your partner needs. Then, write down what your partner tells you. Ask your partner to repeat if necessary.

Unit Three: Information Gap Exercise

A

In this exercise, sit opposite your partner. Your partner will ask you which word goes into the empty boxes. You will pronounce the word in *your* box, and your partner will write down what you said. Then *you* ask your partner to pronounce the words in *your* missing boxes.

Possible questions:

"Can you tell me the word which is in D-2?"

"Could you repeat that, please?"

A1 rarely	B1	C1 Larry	D1 rally
A2	B2	C2 rural	D2
A3 mirror	B3	C3 Laurie	D3
A4	B4 Laura	C4	D4 Arnold

Unit Three: Information Gap Exercise

B

In this exercise, sit opposite your partner. Your partner will ask you which word goes into the empty boxes. You will pronounce the word in *your* box, and your partner will write down what you said. Then *you* ask your partner to pronounce the words in *your* missing boxes.

Possible questions:

"Can you tell me the word which is in D-2?"

"Could you repeat that, please?"

A1 	B1 rarely	C1 	D1
A2 leery	B2 really	C2 	D2 rule
A3 	B3 lures	C3 	D3 correct
A4 linger	B4 	C4 collect	D4

DIALOGUE

Unit Three l/r

DIRECTIONS

Work with a partner and practice the following dialogue until you memorize it. When you have memorized it, say it for your instructor.

SITUATION

Two friends are going to watch a play.

Laurie: Hurry, Ronald, or we'll be late!

Ronald: All right, all right, Laurie! I'm almost ready.

Laurie: I'm really looking forward to the play, aren't you?

Ronald: Yeah, I am. But, Larry told me the play was really boring.

Laurie: Really? Well, Ryan loved it.

Ronald: That's good. Well, I read a review of the play late last night.

Laurie: And was it a great review, Ronald?

Ronald: Absolutely! The actors, lighting, script, everything received excellent ratings!

Laurie: Right on!