



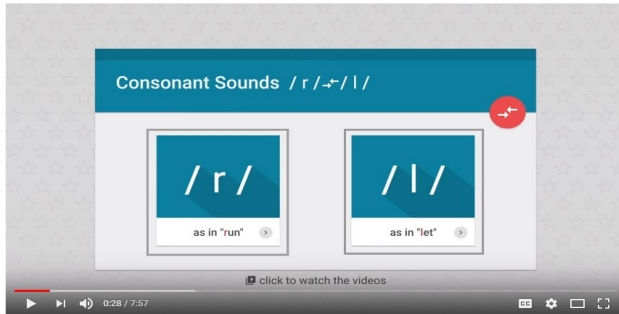
P15. Consonants: r/l ex, right vs light

Student Name: _____ Student ID Number: _____

Instructor: _____ Level/Class: _____ Date: _____

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.

Section 0: New Information



Pray or Play? Rain or Lane? American English Pronunciation

Watch this video at <https://tinyurl.com/P15Section0>. Think about the r/l sounds.

Do you confuse these two sounds?

Which words did you get wrong from the video practice?
(starts at 1:20 to 2:25)

Write the words from the video in the correct sound columns. Practice repeating the words after the speaker.
(starts at 4:00)

r - right	l - light

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. Put this paper in the red filing cabinet. We aren't working with it anymore.
2. I put the green pear in the fruit bowl on the kitchen table to ripen.
3. Four is the best time to go there and avoid a long line.
4. Did you find your towel? I think I saw it laying on the chair in the hotel room.
5. We need more money to help the poor people in our country.

Section 2: Repetition



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

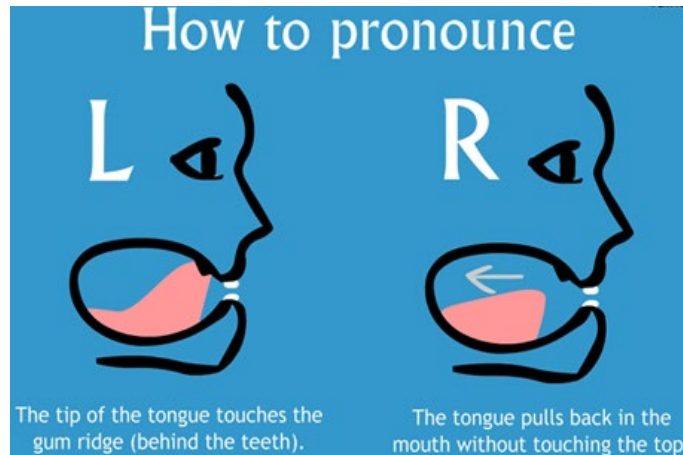
Listen with your eyes closed. Can you understand what you said? Which words are difficult to understand? Write them here.



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

Review the mouth movements for these sounds below.



To make the **L sound**, you place the tip of your tongue behind your top teeth and voice the sound. The tongue tip touches the roof of the mouth.

The **R sound** is a tongue sound and not a lip sound. This means, we do not need to move our lips or teeth to make it! We need to pay special attention to where and how our tongues move in order to make it properly. To make it, bite on something! Yes, put a pencil or something between your teeth and bite down like the picture above. To make the r sound, the lips and teeth stay in only one place. This is why we bite down on something. Only the tongue moves up and back to create the r. The tongue tip does **not** touch the roof of the mouth. *Give it a try!*



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

glass grass lane rain load road blush brush
pilot pirate gland grand splint sprint flee free

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.

Friend 1	How long have you lived here?
Friend 2	Four and a half years now. We moved in November.
Friend 1	You have a very fantastic view!
Friend 2	Thanks. Look, you can see the river down in the valley.
Friend 1	It's a beautiful view. I travelled all over, and this is one of my favorite places.
Friend 2	Yes, I love living here.
Friend 1	And I greatly enjoy getting to come over to visit you!

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.

	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 r and l .				
I can identify the differences in mouth movement for r and l .				
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.*



Optional while you wait for a tutor:

Watch this video <https://tinyurl.com/yca8j2uu>.

Here is advanced practice of words with R and L. Listen and repeat.

Write down the words you get wrong and the tutor will work on those with you.

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
Content	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.
Skill: r and l	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.
Overall Pronunciation	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: _____