Pronouncing /r/

Can you make the voiced /r/ sound? Follow the steps below and look at the picture.

1. Open your mouth slightly.
2. Place your tongue midway back in your mouth.
3. Lower your tongue toward the bottom of your mouth.
4. Keep your tongue flat.
5. Pucker your lips slightly.
6. Make a sound in your throat.
Listen and Repeat

Listen to the recording and repeat the words you hear.

Initial Sound
- rat
- rain
- run
- write
- rooster

Middle Sound
- horse
- bird
- pirate
- carrot
- garbage

Final Sound
- star
- door
- fire
- flower
- teacher
3 Spelling

A. Reading

The /r/ sound can be spelled in different ways. Notice the spelling of these words.

- **r**
  - rabbit
  - rain

- **rr**
  - carrot
  - arrow

- **wr**
  - write
  - wrist

- **er**
  - teacher
  - flower

B. Writing

Write one word from Part A for each picture.

1. [Carrot]
2. [Rabbit]
3. [Teacher]
4. [Arrow]
5. [Wrist]
6. [Flower]
### 4 Comparing /r/ and /l/

#### A. Pronunciation Practice

Listen to the recording and repeat the words you hear.

<table>
<thead>
<tr>
<th>/r/</th>
<th>/l/</th>
</tr>
</thead>
<tbody>
<tr>
<td>right</td>
<td>light</td>
</tr>
<tr>
<td>rock</td>
<td>lock</td>
</tr>
<tr>
<td>grass</td>
<td>glass</td>
</tr>
<tr>
<td>pirate</td>
<td>pilot</td>
</tr>
<tr>
<td>tower</td>
<td>towel</td>
</tr>
</tbody>
</table>
Comparing /r/ and /l/ cont.

B. Listening Practice

Can you hear the difference between /r/ and /l/?
Listen to the recording. Circle the word you hear.

1. right / light
2. rock / lock
3. grass / glass
4. pirate / pilot
5. tower / towel

C. Pair Work

Circle one word from each pair in Set 1.
Then say those five words to your partner.
Your partner will use Set 2 to circle the words he/she hears.
Then switch roles.

Set 1: My Pronunciation
1. right / light
2. rock / lock
3. grass / glass
4. pirate / pilot
5. tower / towel

Set 2: My Partner’s Pronunciation
1. right / light
2. rock / lock
3. grass / glass
4. pirate / pilot
5. tower / towel
Answer Key

1 Pronouncing /r/
Go over the pronunciation of /r/. Have your students look at the diagram and practice this sound. Get them to use a mirror if they’re having difficulties. For fun, tell students to practice growling like an animal (have them say “grrrrr”).

2 Listen and Repeat
Play the recording or read out the words and have your students repeat each one.
As a follow-up, you could point to the pictures and have students shout out the corresponding /r/ word. (Answers from left to right, top to bottom: carrot, rooster, rat, flower, teacher, write, bird, horse, door, rain, star.)

3 Spelling
A. Reading
Go over the spelling variations. Have your students read the words silently, or ask different students to read a word out loud. You could also brainstorm more examples as a class or in small groups.

B. Writing
Tell students to pay attention to the spelling of the words from Part A as they write words that correspond to each spelling variation.
1. carrot 4. arrow
2. rabbit 5. wrist
3. teacher 6. flower

4 Comparing /r/ and /l/
A. Pronunciation Practice
Play the recording or read out the words and have your students repeat each minimal pair. Review the pronunciation of /l/ if needed: https://esllibrary.com/courses/118/lessons/2766

B. Listening Practice
Play the recording or read out the following words.
1. right 4. pirate
2. lock 5. tower
3. glass

C. Pair Work
Put students into pairs. Answers will vary. This exercise will really get students to focus on their pronunciation and listening skills. When the pairs have completed this exercise, you could have students switch partners and practice again (by underlining the words this time). You can also have them practice pronouncing these words for homework and try this exercise again the next day.

1. carrot 2. rabbit 3. teacher 4. arrow 5. wrist 6. flower