

# English Pronunciation – The Consonant Sound /l/

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## **Rationale**

This lesson plan focuses on teaching students the articulation of the lateral approximant /l/ because of the high-frequency mistakes discovered in passage two “The Boy Who Cried Wolf” of Corpus 2 (<http://phonetics2.eduhk.hk/#/search>) developed by Dr. Chen, Hsueh Chu, Rebecca and her research team in the Education University of Hong Kong, which has been updating. Until now (21<sup>st</sup> of April), among the 59 sets of recordings (20HK, 30ML, 9SA) , 26 participants substitute the consonant /l/ with other sounds; and 56 participants omit the consonant /l/. Therefore, we chose the recording of HK 5 ([http://phonetics2.eduhk.hk/#/passage\\_two?id=6&feature=2-74-76](http://phonetics2.eduhk.hk/#/passage_two?id=6&feature=2-74-76)) since this participant made mistakes of the consonant /l/ including both substitution (such as flocks-/frɒks/) and omission (plan-/pæn/). By analyzing the recording, we raised students’ awareness of the consonant sound /l/. We adopt the Test-Teach-Test method. First, we guide the students to peer check by reading the passage and reflect on their own pronunciation. Then, through a video and teacher’s explanation in a learner friendly way, students learned how to pronounce the light /l/ and dark /l/

correctly. Finally, some exercises were provided to them to consolidate their learning.

We assume that students may have difficulty pronouncing the dark /l/ since we observed the mispronunciation both in class and in the corpus. Thus, in order to help students do more practice, another short story entitled “three little pigs” which is available on Youtube (<https://www.youtube.com/watch?v=2s7cz6p7jew>) was used because it shares some similarities and differences with the former one. Both include many words with /l/ sound and share the same topic “The wolf is coming”, but the endings and moral lessons behind them are different. With well-designed and organized activities, students master the correct pronunciation in an interesting way. During our lesson, we have different patterns of classroom interaction, such as whole-class work, group work, pair-work, and individual work, which trained their collaborative learning, discovery learning and independent thinking. We integrate four skills in our lesson through listening to two stories, reading the minimal pairs and sentences, speaking by story retelling, matching & sequencing and group discussion as well as writing by filling in the blanks and tables.

**Target Students:** Junior1

**Prior knowledge:** They have learned IPA in primary school

**Corpus used:** Spoken English Corpus of Chinese and Non-Chinese

Learners in Hong Kong <http://phonetics2.eduhk.hk/#/search>

**Class Duration:** 90 minutes

**Topic:** English Pronunciation - The Consonant Sound /l/

**Teaching aids and materials:**

1. PowerPoint
2. Envelope with cards
3. Worksheets
4. Two videos:

“The boy who cried wolf”

[http://phonetics2.eduhk.hk/#/passage\\_two?id=6&feature=2-74-76](http://phonetics2.eduhk.hk/#/passage_two?id=6&feature=2-74-76)

“Three little pigs”

<https://www.youtube.com/watch?v=2s7cz6p7jew>

**Lesson Objectives:**

By the end of the lesson, the students will be able to:

- 1) Demonstrate awareness of their omission and mispronunciation of the consonant sound /l/
- 2) Pronounce the consonant sound /l/ correctly
- 3) Retell the two stories and make comparison between them
- 4) Learn the moral lesson behind the two stories

## **Procedures:**

### **Stage1: Warm-up (5mins)**

#### **Purpose:**

- 1.To arouse students' interest in short stories.
2. Set a context for the whole lesson.

**Step1:** The teacher shows a list of names of stories on the PPT.

Cinderella
Beauty and the Beast
Peter Pan
The Frog Prince
Snow White

**Pair Work:  
Interview**

**Step2:** Students write down a list of the name of five short stories on a piece of paper within 30 seconds.

**Step3:** Students work in pairs to interview each other by asking and answering the question and take turns. (2 minutes)

- “Have you ever read.....?”

- “Yes/No.”

**Step4:** The teacher presents the cover of some more stories about wolf on the PPT.



Step5: The teacher leads students to listen to one of the stories

“The boy who cried the wolf”.

Wolf

**Teacher Tips:**

T guides students to summarize the theme of four books and focus on the consonant sound “l” and then ask them to read the word aloud.

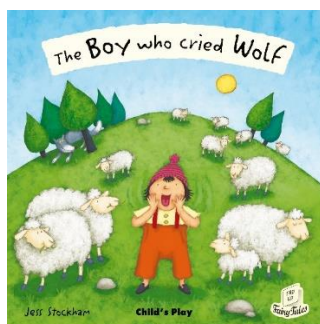
**Stage 2: Listening Activity (20 mins)**

**Purpose:**

1. To train students’ listening skills and check their comprehension based on the passage “The boy who cried wolf”
2. Introduce the topic and language focus
3. To check whether students’ can spot the mispronunciation of others and categorize
4. To raise students’ awareness of the correct pronunciation of consonant /l/

**Step1: Pre-listening (3 mins)**

1. Prediction: T guides students to predict based on the **picture** and **title**.



### Teacher Tips:

1. Ask the students to do the prediction before listening.
2. The teacher writes down students' answers on the whiteboard for later checking.

### Step2: While-listening

**First time: Listening and checking** the answer to the prediction question. (3 mins)

**Recording: UK sample**

[http://phonetics2.eduhk.hk/#/passage\\_two?id=6&feature=2-74-76](http://phonetics2.eduhk.hk/#/passage_two?id=6&feature=2-74-76)

T: Now after listening for the first time, have guessed the right answer?

Let's check together.

1. What was the boy's *plan*?  
(e.g. His *plan* was to *fool* the villagers and get a *little* fun.)
2. How many times did he *fool* the *villagers*?  
(e.g. He *fooled* the *villagers* for three times.)
3. Was he *successful* each time?  
(e.g. No. He was *successful* for the first two times but *failed* the third time.)
4. What's the *result* of the story?

(e.g. No one *helped* him. The sheep was eaten by the *wolf*.)

**Teacher Tips:**

1. The teacher breaks down the gist question into several small questions to check students' understanding of the gist.
2. Go back to the answers on the whiteboard for checking.

**Step3: Post-listening**

**Fill in the blanks according to the pictures. (3 mins)**

**Individual Work:  
Independent Thinking**

This story is about

A Boy

2. f \_ \_ d

1. f \_ \_ \_ \_

6. Is his p \_ \_ s \_ \_ ?

3. v \_ \_ \_

4. w \_ \_ \_

5. F \_ \_ \_ the v \_ \_ \_

**Checking Answers:**

This story is about

A Boy

2. field

1. flocks

6. Is his plan successful?

3. villagers

4. wolf

5. Fool the villagers

**Step 4: Error detection (9mins)**

**1. Second-time listening and answering the following question. (3 mins)**

**Recording: HK5**

[http://phonetics2.eduhk.hk/#/passage\\_two?id=6&feature=2-74-76](http://phonetics2.eduhk.hk/#/passage_two?id=6&feature=2-74-76)

Does the speaker pronounce the underlined words correctly?

Circle the underlined words which are mispronounced.

(The first example has been done for you.)

The Boy Who Cried Wolf

There was once a poor shepherd boy who used to watch his flocks in the fields next to a dark forest near the foot of a mountain. One hot afternoon, he thought up a good plan to get some company for himself and also have a little fun.

Raising his fist in the air, he ran down to the village shouting Wolf, Wolf'. As soon as they heard him, the villagers all rushed from their homes, full of concern for his safety, and two of his cousins even stayed with him for a short while.

This gave the boy so much pleasure that a few days later he tried exactly the same trick again, and once more he was successful. However, not long after, a wolf that had just escaped from the zoo was looking for a change from its usual diet of chicken and duck.

So, overcoming its fear of being shot, it actually did come out from the forest and began to threaten the sheep. Racing down to the village, the boy of course cried out even louder than before.

Unfortunately, as all the villagers were convinced that he was trying to fool them a third time, they told him, "Go away and don't bother us again." And so the wolf had a feast.

**Teacher Tips:**

1. Let students check answers with their partners first and then the teacher does whole class checking.

2. Replay part of the video where disagreements occur.



## 2. Observation and self-discovery (6 mins)

Pair Work:  
Discovery Activity

1. Check answers.

The Boy Who Cried **Wolf**

There was once a poor shepherd boy who used to watch his **flocks** in the **fields** next to a dark forest near the foot of a mountain. One hot afternoon, he thought up a good **plan** to get some company for **himself** and **also** have a **little** fun.

Raising his fist in the air, he ran down to the **village** shouting **Wolf, Wolf**'. As soon as they heard him, the **villagers** **all** rushed from their homes, **full** of concern for his safety, and two of his cousins even stayed with him for a short **while**.

This gave the boy so much **pleasure** that a few days **later** he tried **exactly** the same trick again, and once more he was **successful**. However, not **long** after, a **wolf** that had just escaped from the zoo was **looking** for a change from its **usual** diet of chicken and duck.

So, overcoming its fear of being shot, it **actually** did come out from the forest and began to threaten the sheep. Racing down to the **village**, the boy of course cried out even **louder** than before.

**Unfortunately**, as **all** the **villagers** were convinced that he was trying to **fool** them a third time, they **told** him, "Go away and don't bother us again." And so the **wolf** had a feast.

2. Categorize the mispronounced words into two types.

Mispronounced words	The wrong pronunciation	Error type
<b>flocks</b>	[frɒks]	/l/-/r/
<b>plan</b>	[pæn]	Omission of /l/
<b>village</b>	['vɪɪdʒ]	/l/-/n/
<b>villager</b>	['vɪɪdʒə(r)]	/l/-/n/

<b>full</b>	[fʊ]	Omission of /l/
<b>usual</b>	['ju:sʊə]	Omission of /l/
<b>all</b>	[ɔ:]	Omission of /l/

### **Stage 3: Hands-on Corpus Search (6 mins)**

#### **Purpose:**

1. Introduce the Corpus website to students and teach them how to search the target sound
2. To raise their awareness of the frequency of the mistake
3. Guide students to reflect on their own pronunciation of consonant /l/

#### **Step1: Use Spoken English Corpus of Chinese and Non-Chinese**

Learners in Hong Kong **to provide students with hands-on corpus search** <http://phonetics2.eduhk.hk/#/search> **(1 min)**

#### **Step 2: Guide the students to do corpus search with the teacher (5 mins)**

First, choose “Consonants” in Passage Two (segmental)

Second, choose “Approximants”.

Third, choose “Alveolar lateral approximant /l/”.

Then, the result will pop out.

Passage Two (Segmental)

Step 1: Consonants

Step 2: Approximants

Step 3:  Bilabial approximant /w/

Alveolar lateral approximant /l/

Post-alveolar approximant /r/

Step 4:  /l/ -> n/

/l/ -> ŋ/

/l/ -> r/

/l/ -> ɹ/

/l/ -> ɻ/

/l/ -> ʒ:/

/l/ -> ʒu/

/l/ -> ʒ/

/l/ -> ʒ:/

/l/ -> m/

Passage Two [Search Result]

Speaker: HK01 Speaker: HK02 Speaker: HK03

Speaker: HK04 Speaker: HK05 Speaker: HK06

Speaker: HK09 Speaker: HK11 Speaker: HK15

Speaker: HK17 Speaker: ML01 Speaker: ML02

Speaker: ML03 Speaker: ML04 Speaker: ML08

Speaker: ML11 Speaker: ML14 Speaker: ML17

Speaker: ML18 Speaker: ML43 Speaker: ML44

Speaker: ML46 Speaker: ML47 Speaker: ML72

Speaker: ML73 Speaker: SA17

**Substitution:** 26 participants substitute the consonant /l/ with other sounds.

First, choose “Syllable structure change” in Passage Two”.

Second, choose “omission of consonant (s)”.

Third, choose “omission of /l/”.

Here is the result.

Passage Two (Segmental)

Step 1: Syllable structure change

Step 2: Omission of consonant(s)

- Omission of / l /
- Omission of / d /
- Omission of / s /
- Omission of / r /
- Omission of / k /
- Omission of / w /
- Omission of / ð /
- Omission of / z /
- Omission of / f /

Step 3:

- Omission of / ɹ /
- Omission of / p /
- Omission of / m /
- Omission of / n /
- Omission of / t /

Passage Two [Search Result]

Speaker: HK01	Speaker: HK02	Speaker: HK03
Speaker: HK04	Speaker: HK05	Speaker: HK06
Speaker: HK07	Speaker: HK08	Speaker: HK09
Speaker: HK10	Speaker: HK11	Speaker: HK12
Speaker: HK13	Speaker: HK14	Speaker: HK15
Speaker: HK16	Speaker: HK17	Speaker: HK18

- Omission of / ɹ /
- Omission of / ɳ /
- Omission of / tʃ /
- Omission of / b /
- Omission of / v /

Step 4:

Speaker: HK19	Speaker: HK20	Speaker: ML01
Speaker: ML02	Speaker: ML03	Speaker: ML04
Speaker: ML06	Speaker: ML08	Speaker: ML10
Speaker: ML11	Speaker: ML13	Speaker: ML14
Speaker: ML17	Speaker: ML19	Speaker: ML20
Speaker: ML21	Speaker: ML27	Speaker: ML30
Speaker: ML34	Speaker: ML42	Speaker: ML43

Speaker: ML44	Speaker: ML46	Speaker: ML47
Speaker: ML48	Speaker: ML49	Speaker: ML53
Speaker: ML72	Speaker: ML73	Speaker: SA12
Speaker: SA13	Speaker: SA14	Speaker: SA15
Speaker: SA16	Speaker: SA17	Speaker: SA18
Speaker: SA19	Speaker: SA20	

Omission: 56 participants omit consonant /l/.

**Teacher Tips:** Ask the students to search the consonant /l/ from the corpus if computers or tablet PCs are available; if not, teacher do the searching or show students the screenshot.

#### Stage 4: Test, Teach, Test (20 mins)

##### Purpose:

1. Let students peer check their own pronunciation and categorization
2. Teach the correct pronunciation of light /l/ and dark /l/ with a video
3. Test student's understanding with minimal pair activities and dialogue acting

Pair Work:  
Peer check

##### Step 1 Test:

##### 1. Mistake checklist (4 mins)

Read the passage in pairs and check each other's mistakes of the selected words, then fill in the table.

Words with /l/	Omission	Substitution
flock		
field		
himself		
also		

little		
village		
wolf		
villager		
full		
while		
pleasure		
later		
exactly		
successful		
long		
look		
actually		
louder		
fool		
told		

## 2.Guiding questions for pair-correction (2 mins)

1)Which words do you find the most difficult to pronounce?

(e.g. also, wolf, told)

2) Can you categorize the above words?

3) How to pronounce the consonant sound /l/?

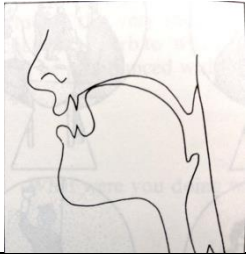
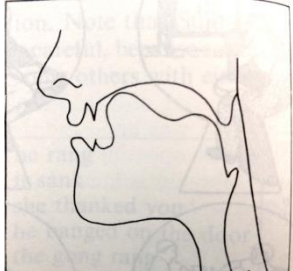
## Step 2: Teach (5 mins)

1. Watch the video and learn to pronounce the consonant “l”

<https://www.youtube.com/watch?v=zf5laPOZuos>

(From beginning to 4:00)

2. Fill in the blanks to check students’ understanding.

Consonant /l/	Position in a word	Place of articulation	Position of the tongue
<b>Light /l/</b> e.g. <u>sleep</u>	before a <u>vowel</u>	Place the tip of the tongue <u>behind</u> the top teeth.	
<b>Dark /l/</b> e.g. <u>milk</u>	before a <u>consonant</u> or at the <u>end</u> of a word	Moving the tongue backwards and <u>upwards</u> without <u>touching</u> the roof of the mouth.	











## Step 3: Test (10 mins)

### 1. Minimal Pairs (clear /l/)

Task1: Listen and repeat both sounds: /n/ and /l/

Whole class work & individual work.

Divide the whole class into two big groups. One group read sound 1 and the other read sound 2 and exchange roles.

	Sound 1 /n/	Sound 2 /l/	
	<b>no</b> We need no tables.	<b>low</b> We need low tables.	
	<b>night</b> It's a bright night.	<b>light</b> It's a bright light.	
	<b>nine</b> That nine is too long.	<b>line</b> That line is too long.	
	<b>Jenny</b> I love Jenny.	<b>jelly</b> I love jelly.	
	<b>snap</b> That's a snapping noise.	<b>slap</b> That's a slapping noise.	











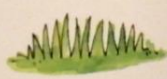
Tick the words a) or b) that you hear in the sentence

- 1 a) night  b) light
- 2 a) no  b) low
- 3 a) bin  b) bill
- 4 a) knot  b) lot
- 5 a) snow  b) slow
- 6 a) snacks  b) slacks



Task2: Listen and repeat both sounds: /r/ and /l/

Divide the whole class into two big groups. One group read sound1 and

	<b>Sound 1</b> /l/	<b>Sound 2</b> /r/	
	<b>long</b> It's the long road.	<b>wrong</b> It's the wrong road.	
	<b>light</b> Is it light?	<b>right</b> Is it right?	$\begin{array}{r} 4 \\ +4 \\ \hline 8 \end{array}$
	<b>load</b> It's a long load.	<b>road</b> It's a long road.	
	<b>jelly</b> Do you like jelly?	<b>Jerry</b> Do you like Jerry?	
	<b>fly</b> I'd like to fly it.	<b>fry</b> I'd like to fry it.	
	<b>glass</b> There's some glass.	<b>grass</b> There's some grass.	

the other read sound 2 and exchange roles.

Tick the words a) or b) that you hear in the sentence

- |              |                          |            |                          |
|--------------|--------------------------|------------|--------------------------|
| 1 a) long    | <input type="checkbox"/> | b) wrong   | <input type="checkbox"/> |
| 2 a) jelly   | <input type="checkbox"/> | b) Jerry   | <input type="checkbox"/> |
| 3 a) glass   | <input type="checkbox"/> | b) grass   | <input type="checkbox"/> |
| 4 a) collect | <input type="checkbox"/> | b) correct | <input type="checkbox"/> |
| 5 a) lane    | <input type="checkbox"/> | b) rain    | <input type="checkbox"/> |
| 6 a) flea    | <input type="checkbox"/> | b) free    | <input type="checkbox"/> |

**Pair work:**  
**Acting out the dialogue**

## 2. Final /l/ and /l/ before a consonant: /l/

Read the dialogue below in pairs.

- Tell me about your Uncle Phil, Carol.
- Well, he's small. And he's old and wrinkled ... and he smiles ... and he travels all round the world with his twelve animals. And he sells beautiful jewellery.
- What a very unusual uncle!



### Teacher Tips:

1. Ask students to work in pairs acting out the dialogue and pay attention to the pronunciation of consonant /l/.
2. The teacher plays the recordings and helps them check their pronunciation.

## Stage 5: Practice (37 mins)

### Purpose:

1. Review the last lesson by singing a song together
2. Train students' reading and communication skills through the game and cultivate their collaboration.
3. Train students' speaking skills and consolidate the correct pronunciation in speech.
4. Train students' high order thinking and achieve emotional objectives by comparison and contrast.

### Step 1: Sing a song (4 mins)

Three little pigs <https://www.youtube.com/watch?v=2s7cz6p7jew>

Three **l**ittle pigs went out one day  
One **bu**ilt a house made out of hay  
The other pigs thought it would **fa**ll, **fa**ll, **fa**ll  
But the first didn't care at **al**l.

Three **l**ittle pigs went out one day  
The second used sticks to **bu**ild away  
The third pig thought it would **fa**ll, **fa**ll, **fa**ll  
But the second didn't care at **al**l.

Three **l**ittle pigs went out one day  
For the third pig, bricks were the way  
He knew the house wouldn't **fa**ll, **fa**ll, **fa**ll  
So the work didn't bother him at **al**l.

Then came a **wol**f who was big and bad  
He was incredib**l**y hungry and mad  
The three **l**ittle pigs saw the **wol**f that day  
They **s**lammed their doors and hid away  
“**L**ittle pig, **l**ittle pig, **l**et me in!”  
“Not by the hair on my chinny-chin chin!”  
“Then I’**ll** huff and I’**ll** puff, and I’**ll** **bl**ow, **bl**ow, **bl**ow!”  
And boy, did the hay house go!

“**L**ittle pigs, **l**ittle pigs, **l**et me in!”  
“Not by the hair on our chinny-chin chins!”  
“Then I’**ll** huff and I’**ll** puff, and I’**ll** **bl**ow, **bl**ow, **bl**ow!”  
And boy, did the stick house go!

“**L**ittle pigs, **l**ittle pigs, **l**et me in!”  
“Not by the hair on our chinny-chin chins!”  
“Then I’**ll** huff and I’**ll** puff, and I’**ll** **bl**ow, **bl**ow, **bl**ow!”  
“Then I’**ll** huff and I’**ll** puff, and I’**ll** **bl**ow, **bl**ow, **bl**ow!”  
But the bricks sure**l**y did not go!

The **wol**f was at his wit's end, you see  
He **cl**imbed on the roof, down the brick chimney!  
He came with his teeth **al**l bared, bared, bared  
So the three **l**ittle pigs got scared!  
The third **l**ittle pig **lit** a **l**og on fire  
The smoke started rising, higher and higher  
The **wol**f burned his hairy **tail**, OW! OW! OW!  
And the **wol**f ran out of town!

**Group work:  
Cooperative learning**

The two **l**ittle piggies of hay and sticks  
**L**earned a **l**esson **a**ll about work and bricks  
A hard-worked job won't **f**all **f**all **f**all  
To a huff, or a puff, at **a**ll!

**Step 2: Game: Match and sequence (10 mins)**

Work in groups of three. Each group gets an envelope with 12 cards in it and make sure they do not watch each other's cards.

Match the 6 pictures with the 6 sentences and then put them in the right order. (Tips: Some cards may not be relevant)



The pig built his house out of bricks.  
The wolf could not blow it down and  
got angry.



The pig built his house out of straw  
and the wolf blew it down.



The wolf tried to trick the little pig.



The pig built his house out of sticks  
and the wolf blew it down.



The wolf climbed down the chimney. He  
fell into the pot on the fire and the  
little pig ate him.



But their mother warned them to build their houses strong  
so they would be safe from the big bad wolf

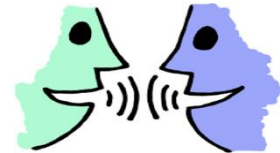
**Teacher Tips:**

1. The information gap makes it necessary for students to exchange information in English.
2. Students only describe the picture cards in their hands and the other two group members match with their sentences to make a pair.
3. Next, ask students to sequence the pairs.

**Pair work:**  
Retell the story to each other

**Step 3: Retell** (the words in the box may be helpful). **(15 mins)**

Little, old, build, lazy, wolf, blow,  
blew, fall, last, awful, below, boil



Ok, I'll tell you the story of the Three Little Pigs. ....

**Teacher Tips:**

1. The teacher monitors while students are preparing and provides necessary support;
2. The teacher gives feedback and spend some time on sharing good examples, as well as common mistakes that students made.

**Step 4: Compare and contrast (8 mins)**

	The boy who cried wolf	Three little pigs
Characters		
Setting		
Plot		
Ending		
Moral lesson		

**Group work:**  
High order thinking



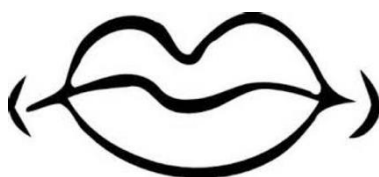
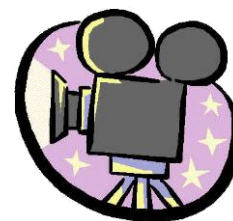
	The boy who cried wolf	Three little pigs
<b>Characters</b>	Boy, sheep, wolf, villagers	3 pigs, wolf
<b>Setting</b>	in the field	in the town
<b>Plot</b>	The shepherd boy fooled the villagers for fun. But they don't believe him the third time. At last, the wolf ate all the sheep.	The three little pigs each hide in their houses made of hay, sticks, and brick. Only the house made of brick was strong enough to stand up to the wolf's huffing and puffing. And the two little piggies of hay and sticks learned a lesson about hard work.
<b>Ending</b>	Sad ending	Happy ending
<b>Moral lesson</b>	Be kind and be truthful and your life will be fruitful	Lazy folks take the most pains.

### Teacher Tips:

1. The teacher monitors while students are discussing and provides necessary support;
2. Guide students to the key elements in short stories;
3. Summarize and compare the two stories.

### Stage 6 Homework (3 mins)

1. Retell your favorite story to your parents.
2. Record your speech in video format. Make sure the video can show your mouth clearly.
3. Send the video to your English teacher via school email.







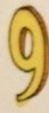





4. Enjoy the Blues version of the song “Three Little Pigs”

<https://www.youtube.com/watch?v=SD-srVHDzZs>

# Worksheet 1

## 1. Minimal Pairs (clear /l/)













Task1: Listen and repeat both sounds: /n/ and /l/

	Sound 1 /n/	Sound 2 /l/	
	<b>no</b> We need no tables.	<b>low</b> We need low tables.	
	<b>night</b> It's a bright night.	<b>light</b> It's a bright light.	
	<b>nine</b> That nine is too long.	<b>line</b> That line is too long.	
	<b>Jenny</b> I love Jenny.	<b>jelly</b> I love jelly.	
	<b>snap</b> That's a snapping noise.	<b>slap</b> That's a slapping noise.	

Tick the words a) or b) that you hear in the sentence

- 1 a) night  b) light
- 2 a) no  b) low
- 3 a) bin  b) bill
- 4 a) knot  b) lot
- 5 a) snow  b) slow
- 6 a) snacks  b) slacks

Task2: Listen and repeat both sounds: /r/ and /l/

	Sound 1 /l/	Sound 2 /r/	
	<b>long</b> It's the long road.	<b>wrong</b> It's the wrong road.	
	<b>light</b> Is it light?	<b>right</b> Is it right?	
	<b>load</b> It's a long load.	<b>road</b> It's a long road.	
	<b>jelly</b> Do you like jelly?	<b>Jerry</b> Do you like Jerry?	
	<b>fly</b> I'd like to fly it.	<b>fry</b> I'd like to fry it.	
	<b>glass</b> There's some glass.	<b>grass</b> There's some grass.	

Tick the words a) or b) that you hear in the sentence

- |              |                          |            |                          |
|--------------|--------------------------|------------|--------------------------|
| 1 a) long    | <input type="checkbox"/> | b) wrong   | <input type="checkbox"/> |
| 2 a) jelly   | <input type="checkbox"/> | b) Jerry   | <input type="checkbox"/> |
| 3 a) glass   | <input type="checkbox"/> | b) grass   | <input type="checkbox"/> |
| 4 a) collect | <input type="checkbox"/> | b) correct | <input type="checkbox"/> |
| 5 a) lane    | <input type="checkbox"/> | b) rain    | <input type="checkbox"/> |
| 6 a) flea    | <input type="checkbox"/> | b) free    | <input type="checkbox"/> |

2. Final /l/ and /r/ before a consonant: /l/

Read the dialogue below in pairs.

- Tell me about your **Uncle Phil**, Carol.

- Well, he's **small**. And he's **old** and **wrinkled** ... and he **smiles** ... and he **travels** **all** round the world with his **twelve** animals. And he **sells** beautiful **jewellery**.

- What a very **unusual** **uncle**!

