

UNIT 49 /r/ rain

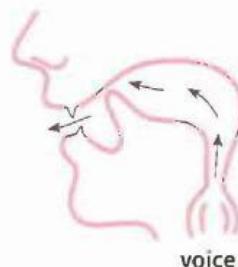
- Would you like to come **rowing** with me and Caroline on Friday?
- Yes, but I'm terribly busy **writing**, Rachel ...
- Oh come on, Blake, take a **break**! You need to relax. Remember the last time we went **rowing**.
'Row, row, row your boat gently down the stream. Merrily, merrily, merrily, merrily, life is but a dream.'
- Oh, all **right**. '**Row, row, row your ...'**



1 Target sound /r/

D73

To make the target sound /r/, turn the tip of your tongue up as in the picture. *Do not* touch the roof of your mouth with your tongue. The sides of your tongue should touch your top back teeth. Listen and repeat: /r/.



voice

2 Minimal pairs



Sound 1 /l/

long
It's the long road.



Sound 2 /r/

wrong
It's the wrong road.



Sound 1 /l/

load
It's a long load.



Sound 2 /r/

jelly
Do you like jelly?



Sound 1 /f/

fly
I'd like to fly it.



Sound 2 /r/

glass
There's some glass.



$$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$$



Sound 1 /l/

right
Is it right?

Sound 2 /r/

road
Is it right?

Sound 1 /l/

long
It's a long road.

Sound 2 /r/

road
It's a long road.



$$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$$



Sound 1 /f/

fry
I'd like to fry it.



Sound 2 /r/

grass
There's some grass.

Minimal pair words

 D74a a Listen and repeat the words.

 D74b b You will hear five words from each minimal pair. For each word, write 1 for /l/ (sound 1) or 2 for /r/ (sound 2).

EXAMPLE Pair 1: 1, 1, 2, 2, 2

Minimal pair sentences

 D75a c Listen to the minimal pair sentences.

 D75b d Listen to six of the sentences and write 1 for /l/ (sound 1) or 2 for /r/ (sound 2)

 D75a e Sentence stress

Listen to the minimal pair sentences again and match each pair with one of the stress patterns (a–f) below. The big circles are the strongly stressed words in the sentence and the small circles are the weakly stressed words (or syllables).

EXAMPLE a) ooOO (Pair 1) It's the long road. / It's the wrong road.

a) ooOO b) OoO c) ooO d) ooOO e) oOoOo f) oooOo

Notice that the weakly stressed words are said more quickly, and this changes the pronunciation, e.g. *to* and *do* are pronounced /tə/ and /də/.

 D76 f Tick the words a) or b) that you hear in the sentences.

| | | | |
|--------------|--------------------------|------------|--------------------------|
| 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"/> |

3 Dialogue



a First practise the target sound /r/ in words from the dialogue. Read the words aloud or visit the website to practise.

Rose Ruth Ruby really Russia railway Roland very Jerry
 parent Lara lorry married Europe cleverest America proud
 pretty library librarian waitress central restaurant countries
 Austria Australia interesting electrician children drive
 secretary grown up Greece France everywhere

 b Listen to the dialogue, paying attention to the target sound.

A proud parent

LARA: Are all the children grown up now, Ruth?

RUTH: Oh, yes, Lara. Ruby is the cleverest one. She's a librarian in the public library.

LARA: Very interesting. And what about Laura?

RUTH: She's a secretary at the central railway station.

LARA: And what about Rose? She was always a very pretty child.

RUTH: Rose is a waitress in a restaurant in Paris. She's married to an electrician.

LARA: And what about Jerry and Roland?

RUTH: Jerry drives a lorry. He drives everywhere in Europe.

LARA: Really? Which countries does he drive to?

RUTH: France and Austria and Greece and Russia.

LARA: And does Roland drive a lorry too?

RUTH: Oh, no. Roland is a pilot, Lara.

LARA: Really? Which countries does he fly to?

RUTH: Australia and America.

c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

4 Intonation



D78 a Finish these sentences about Mrs Reed's children. Find the answers in the dialogue above. Practise intonation going **up** in the unfinished part of the sentence, and **down** when the sentence finishes.

EXAMPLE Ruby isn't a train driver – she's a librarian.

- 1 Jerry isn't an electrician – _____
- 2 Rose isn't a secretary – _____
- 3 Roland isn't a photographer – _____
- 4 Laura isn't a waitress – _____
- 5 Ruby isn't a lorry driver – _____

b Silent /r/

When there is no vowel following it, /r/ is silent. This 'rule' only applies to some speakers of English, e.g. in south-east England, South Africa, Australia. But many native speakers always pronounce /r/, e.g. in south-west England, Scotland, America. So you may choose to omit this exercise if you are learning a variety of English where /r/ is always pronounced.

D79 Listen to this conversation while reading it silently. Notice that every letter 'r' is silent. Then practise reading the conversation aloud.

In the airport

ANNOUNCER: R.T. Airways flight number four four seven to New York will depart later this afternoon at 16.40 hours.

DR DARLING: Wonderful! I'm going to the bar to order some more German beer.

MR MARTIN: Where's the bar?

DR DARLING: It's upstairs. There's a bookshop too. And a supermarket. This is a marvellous airport!

MR MARTIN: Oh dear! I wanted to get to New York earlier.

Ah! Here's an air hostess.

Excuse me. I don't understand. Has there been an emergency?

AIR HOSTESS: Oh, no, sir. There's just a storm, and the weather forecast says it will get worse. So the plane will leave a little later this afternoon.

MR MARTIN: Are you sure?

AIR HOSTESS: Oh, yes, sir. Our departure time is at 4.40 this afternoon.

5 Spelling

Look back over this unit at words with the target sound, and write what you noticed about how to spell the sound /r/.