



Help with Pronunciation Unit 5 and 6 – Teacher’s notes

Introduction to exercise

There are many words in Aviation English which contain the sound /r/ and /l/. These are two consonants which some non-native speakers find difficult to pronounce. These exercises work on words students will have encountered before the end of Units 5 and 6. Some teachers may want to exploit these exercises using words from the rest of the book with these consonants.

Resources needed

Photocopied worksheets

The consonants /l/ and /r/ as in ‘fly’ and ‘run’

Look at the box of words in Task 1. You may want to use the chart, prior to handing out the worksheet, as board-work pre-teach input.

If you feel comfortable doing so, introduce students to the sounds by modeling them yourself. If not, there are sites on the internet which will help you to model the sound by showing a video of a mouth in close up or you can use the auditory model given in the Macmillan Pronunciation Dictionary.

Task 1 answers

Pronounced ‘l’	Pronounced ‘r’	Silent ‘l’	Silent ‘r’
pilot	private	would	bird
limit	brake	calm	short
hydraulic	hydraulic		rotor
level	terrain		failure
envelope	wreckage		fire
follow	rotor		abort
failure	turn		heart
civil	undercarriage		wire
allergic	transponder		hurt
haul	frequency		undercarriage
	area		transponder
			allergic

Note that some words appear in more than one column. Be careful to stress that students may hear the silent ‘r’ if they are listening to North American accents or other non-native speakers. You may want to explore other important aeronautical words such as ‘aeroplane’ (Br) or ‘airplane’ (Am), ‘license’, etc.

Task 2 answers

Monitor the pair work/recording phase of this task and correct as necessary. You may want to extend the task by getting pairs to give feedback on their partners’ sentences using correct pronunciation of the consonant or by playing the recordings to the class.