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P04. ûr/îr (IPA [3r/lr]) – ex, her vs hear

Student Name: _____ Student ID Number: _____

Instructor: _____ Level: _____ Date: _____

For media links in this activity, visit [the LLC ESL Tutoring website for Pronunciation SDLAs](#).
Find your SDLA number to see all the resources to finish your SDLA.

Section 0: New Information



All of these words have either the **ûr** or the **îr** sound. **BEFORE** you watch a video about these sounds, guess which words sound like **ûr** and **îr** and write them in the columns.

her earth spear germ fear heard cheer dear learn clerk fern clear peer perch

ûr – her

îr - hear

Now, [watch the Section 0 video](#) and mark which ones you guessed incorrectly. You can listen to the words in isolation for extra practice.

Section 1: Listening

[Listen to this mispronounced announcement](#) at an airport. While you listen, take notes about the words that the speakers mispronounce. Write the words that you heard below the mispronounced words. You will also hear words with vowel sounds from previous SDLAs on vowels.

Announcement: Good afternoon. Please lend your ear to the following important announcement. For travelers on American Airlines flight 434, scheduled to depart for New Jersey at 3:30, there will be a short delay. That flight is now departing later at 6:45. Passengers should remain here at the airport. Don't clear out of the terminal or you may miss your departure. Feel free to have drinks, eat dinner, or shop within the terminal area. We're sorry. If you have any questions, please see the clerk at the desk in the rear of terminal three. Thank you for your time and attention. Here at American Airlines, we appreciate your business.





Section 2: Repetition

Listen to the accurate version of the announcement. Now, on your cell phone, record yourself reading the paragraph from Section 1 correctly. Save it.

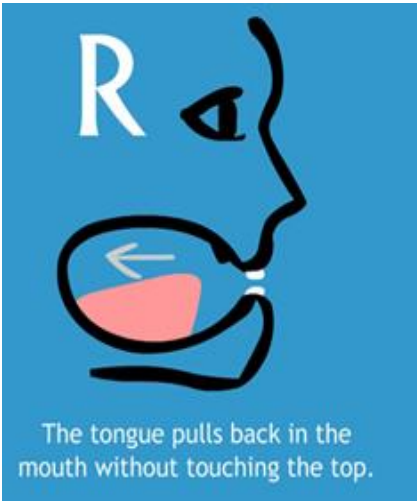
Listen with your eyes closed. Can you understand what you said? Which words are difficult to understand? **Write them here.**



Optional: Record the correct sentences a second time. 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

The **ûr** sounds exactly like when we make the **r** consonant sound. To make this sound, we pull our tongue up and back without letting it touch the top of our mouth and open our lips slightly.



ûr

Here is how the **ûr** sound looks from the front. The lips are just opened slightly while the tongue pulls back like the picture to the left.



îr

When we make the **îr** sound:

1. Begin the sound by smiling like **î** with the tongue resting low behind the teeth.
2. Then move your tongue back away from the teeth and up without touching the top to add the **r** sound.

Part 2. Record yourself reading these words. See Section 2 for your recording choices. Make sure you feel your mouth move sideways **îr** and slightly open for **ûr**.

murky earn turn sheer confer fertile purple appear pier sheer miracle purse





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.

Patient 1: Nurse! Nurse! I'm thirsty and I can't hear from my right ear!

Patient 2: Nurse! Nurse! My head hurts and I have a pain in my rear!

Patient 1: (*talking to Patient 2*) Pearl is a real dear, isn't she? She's very sincere.

Patient 2: Personally, I think Amir is the worst!

Patient 1: Oh yes! I concur. He always leaves work early.

Patient 2: And he always wears that dreary green shirt.





Patient 1: I hope Pearl comes fast to clear me up before you!





Section 5: What Did I Learn

Complete this table BEFORE meeting with a tutor.

Communication Skill	I can't do this YET. 	I can do this WITH help. 	I can do this WITHOUT help. 	I can TEACH this to a classmate. 
I can hear the difference between <i>ûr</i> and <i>îr</i> .				
I can identify the differences in mouth movement for <i>ûr</i> and <i>îr</i> .				
I can correctly pronounce words with <i>ûr</i> and <i>îr</i> most of the time.				

Here are some words/phrases I need to practice.

Good job!

Now go to the LLC ESL Tutoring Website

www.mtsac.edu/llc/passportrewards/llctutoring

to make an appointment to see a tutor.

Optional in-lab practice

Go to "American Speech Sounds" on an LLC computer (Building 77, Room 1005). You can work more on your pronunciation of *ûr*. Click on "UR (purple)."








Section 6: Practice with a Tutor!

After completing the self-assessment, meet with a tutor and give this completed SDLA to the tutor. You may also ask the tutor any questions you might have.

Grading Rubric

Possible Points	Need Practice  (0-1 Point)	Good Job  (2-3 Points)	Excellent Work  (4-5 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: îr / ûr (IPA [3r/lr])	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.

*Students must receive at least 10 points to move on

Possible Points: _____ / 15

Tutor Comments:

Congratulations! Keep going.

You have successfully completed this SDLA and are ready to continue to the next.

Work on this more.

You have not yet mastered this SDLA. It is recommended that you complete it again.

Tutor Signature: _____

Date: _____

