

## R L Pronunciation

**Lesson Objective:** To develop the students' ability to accurately say and hear /r/ and // sounds. This is achieved by making them aware of the subtle differences between each sound and allowing them to practice by doing productive and receptive pronunciation activities.

**Skill Level:** Elementary and up

**Preparation Time:** About 15 minutes (assuming you have a laser printer)

**Lesson Duration:** 1 hour

### Preparation advice

- Print out the handouts for each pair that you will teach.
  - Each student needs a copy of page 5 so be sure to print enough copies.
  - Pages 3 and 4 need to be cut in half before the lesson. Just cut where indicated.
- Print out one copy of the answers for each student, plus one copy for you to use in class.
  - To save paper, print the answers double sided, two pages per side. It should be possible to change the printer settings if you go to: *File* → *Print* → *Properties*.

### Teacher's guide

**Note:** If there is more than one student in the class, put the students into pairs (if possible).

Page 1: Give the students 5 minutes to fill in the gaps in the quiz questions. As well as answer each question, they must indicate if the answer has a /r/ and/or // sound by circling the appropriate letter.

Give them feedback when they're done.

Page 2 Write the word "light" on left side of the board and underline the "l". Model the // sound and elicit / explain its main features. Page 2 describes the mechanics of the sound so use this as your guide but don't hand the sheet to the students just yet. Include a teacher-class drill and then a teacher-student drill to give them some initial practice.

Next, write "right" on the right side of the board and do the same again.

After you have introduced, broken down and drilled both sounds, hand out page 2 to each pair of students and allow them to practice for a few minutes. Remember to monitor the students while they do this and provide support when needed.

All in all this part of the lesson should last about 10 to 15 minutes.

*Please turn over...*

Page 3: Keep the students in pairs and assign one as “student A” and the other as “student B”. Then follow the procedure below.

1. Give sheet A to student A. They are the *speaker* and student B is the *listener*. Note that student A must not let student B see their sheet.
2. Student A has to read out 3 words clearly. Two of these words are the same and the other is slightly different. For example, “right, right, light”.
3. Student B has to listen carefully and then guess which word is different. They should answer by saying “the first”, “the second” or “the third”.
4. This continues until student A has finished the sheet.
5. Give student B their sheet and have them repeat the process above.

Remember to monitor the students to be sure the speakers are properly pronouncing their words.

Page 4: The students do this part in pairs as before. One student is “A” and the other is “B”. Carry out the activity as follows.

1. Give sheet A to student A and sheet B to student B. The students should be back to back. Student A will be the speaker and B the listener.
2. Student A has to tell student B three phone numbers. They do not say the numbers though. Instead they should use the words in the box on the right.
3. Student B has to listen carefully to each word and write down the number it represents. After 10 digits they will have a complete phone number.
4. After student A has finished reading out the phone numbers and student B has checked their answers, they should then switch roles.

Page 5: The students should do this part individually. Show them page 5 of the worksheets and describe the activity, which is summarised below.

1. The students use page 5 of the worksheets. The teacher needs to use the *teacher’s map* on page 2 of the answers which shows the routes to the islands.
2. Don’t show the journeys to the students.
3. Direct the students from E10 to the island using the words “arrive”, “alive”, “light” or “right”.
4. Read out each direction only once, otherwise things will get confusing.
5. At the end of the journey, get the student to write down their final coordinates on a piece of paper.
6. Finally, reveal the island coordinates to the students so they know if they were successful or not.

Pages 6 and 7: Keep the students in pairs and assign one student as A and the other as B. Give sheet A to student A and sheet B to student B.

Student A has to read out 5 tongue twisters (clearly, not quickly). Student B has the same tongue twister with gaps. They need to listen and fill in these gaps. It’s important that student A does not show their sheet to student B.

Once student A has read out all their tongue twisters, have student B do the same with their tongue twisters.

After checking each other’s answers, the students should practice saying the tongue twisters quickly.