

**Topic: Pronouncing the n, l, and r sounds**

<b>Lesson</b>	Lunch & Learn - Pronouncing the n, l, and r sounds
<b>Objective</b>	SWBT (1) see the difference between the sounds /r/, /l/ and /n/; (2) correctly position their tongue, teeth, and lips to articulate the /r/, /l/ and /n/ sounds; (3) see the importance of accurate pronunciation of /r/, /l/ and /n/ (i.e. how it effects meaning); (4) produce the sounds of /r/, /l/ and /n/ while speaking / reading words and short text in communicative activities.
<b>Skills</b>	Speaking and reading
<b>Anticipated problems and solutions</b>	<p>This is a mixed level class, and some learners may have a hard time pronouncing sounds /r/, /l/ and /n/.</p> <p>I will provide many written and verbal examples.</p> <p>I will make sure to work with as many learners as possible during the class (by asking questions, listening to the learners and correcting them where necessary).</p> <p>I will use questions to make sure that everyone follows the material.</p> <p>I will give them tasks to check if they have understood the material, know and are able to produce the distinctive difference in pronunciation of the sounds /r/, /l/ and /n/.</p>

**Lesson content:**

Video - <https://youtu.be/y0rPHFvdicM>

Sound /r/

- read
- rain
- right

## Sound /l/

- last
- leave
- later
- laugh

## Sound /n/

- know
- now
- need
- number

## Minimal pairs

<b>N/L</b>	<b>N/R</b>	<b>R/L</b>
night/light	knack/rack	ramp/lamp
knock/lock	nail/rail	race/lace
nine/line	neck/wreck	rake/lake
nap/lap	nope/rope	reef/leaf
no/low	nod/rod	rock/lock
knot/lot	nose/rose	right/light
name/lame	night/right	road/load
net/let	knocks/rocks	rain/lane
nip/lip	no/row	ram/lamb
know/low	nest/rest	read/lead

section	time (min.)	Description	Teacher's Notes
greetings/warm up	5	<p>Teacher invites students to watch a short video and asks them to listen to what people are saying. Teacher asks students why it is difficult to understand what people (in the video) are saying (how pronunciation affects the meaning).</p> <p>Teacher introduces the sounds /r/, /l/ and /n/ by pronouncing several word pairs (red/led, rake/lake, wrong/long, light/night/right) and asks the students if they can hear the difference.</p>	Count to 4 before I give the answer.
activity 1 present and practice	15	<p>a. Teacher gives students a list of words with the sound /r/, listens to the way they pronounce it and gives them relevant feedback. <b>2 minutes</b></p> <p>b. Teacher explains and shows how the organs of speech are positioned in the mouth in order to correctly produce the sound /r/ in a slide. <b>1 minute</b></p> <p>b. Learners practice pronunciation of the sound /r/ following</p>	Make sure the learners use the correct structures before I move on.

		<p>teachers instructions <b>2 minutes</b></p> <p>Similar procedure is done with the sounds /l/ and /n/ <b>10 minutes</b></p>	
activity 2 controlled production	15	<p>Teacher gives students several set of words in minimal pairs and asks them to practice saying the words correctly, drawing attention to the differences in sounds. After that, teacher asks students to listen to his reading, identify and correct mistakes that teacher (deliberately) makes in pronunciation <b>15 minutes</b></p>	<p>Instructions: Listen to the sentences, identify the mistakes and suggest how to correct them.</p>
activity 3 freer production	15	<p>Teacher give students a dialogue to read on their own. Then he asks two people to read the dialogue aloud while everybody else is to check for their pronunciation accuracy. Then some other students are invited to read and others – provide assessment. <b>15 minutes</b></p>	<p>Demonstrate how to do this activity.</p>
closing/questions/homework	5	<p>Describe the homework</p>	<p>Remind the learners to download the presentation.</p>