

Objective: To practice the sounds /l/ and /r/ while giving directions

Level: high beginner

Time: 50 minutes

Material: Map handout, minimal pairs worksheet

Introduction: 10 minutes

Welcome the Ss to class. Tell the Ss that today we are working on pronouncing “l” and “r” sounds and giving directions. Ask the students where the “l” and the “r” sounds are made in the mouth ask them the difference between the two sounds. Ask the students where the tongue is in the mouth when pronouncing “l” and “r”.

Main Activity: 30 minutes

Separate Ss into pairs and have them sit back to back. Give each Ss two of the map handouts. Each map handout has a different start and end location. Tell Ss that they will be giving their partner instructions on how to get from the start to the end location. One Ss verbally gives directions using the “l” and “r” words on the map and the other follows along on the map. After successfully reaching the end location, students switch roles. Ss will each give directions twice. While Ss do the activity move around the class and provide correction and help.

Closing: 10 minutes

Give each Ss the minimal pairs worksheet. In their pairs from the main activity Ss will practice pronouncing words that have “l” and “r” sounds. Ss will sit back to back and take turns saying one of the words out loud. The listener will listen and try to identify which word was said. Ss may have to repeat the word more than once to correctly pronounce the “l” or “r” sound. As Ss do the task move through the classroom and provide correction.

L and R minimal Pairs

fly fry

light right

long wrong

collect correct

glamour grammar

glass grass

lace race

lane rain

law raw

lead read

leader reader

lock rock

locker rocker

lot rot

play pray