

Name of the Teacher	Date	Level of the class	Length of lesson
<u>XX</u>	<u>XX-XX-XXXX</u>	Upper Intermediate	60 minutes
<p>Lesson Type: LISTENING AND SPEAKING</p>			
<p>Lesson Topic: Problematic Sounds</p>			
<p>Lesson Aims: By the end of the lesson, students will be better able to...</p> <ul style="list-style-type: none"> • Participate in writing neatly and legibly the sounds /l/, /r/ and /t/, /d/ in class • Present to the class the pronunciation of the sounds /l/, /r/, /t/ and /d/ correctly • Discuss in groups other problematic sounds 		<p>Lesson Outcomes: By the end of the lesson, students will have...</p> <p>Demonstrated the ability to:</p> <ol style="list-style-type: none"> (1) write and differentiate the sounds /l/, /r/, /t/ and /d/ (2) read the words containing these sounds (3) provide other examples of words with these sounds 	
<p>Anticipated difficulties:</p> <ol style="list-style-type: none"> 1. Difficulty in pronouncing and differencing between sound /l/, /r/ and between sound /t/ and /d/ 2. Some students may suffer from the effect of local dialect in speaking and pronouncing the sounds. 3. Depending on the origin and usage, the sound /t/ and /d/ may be used interchangeably in words and may be challenging to be separated by the learners. 4. The Spanish students may have problems pronouncing words like text, sheet or world. 		<p>Suggested solutions:</p> <ol style="list-style-type: none"> 1. The learners will be trained on pronouncing each sound separately. This will be done using separate posters with sound sounds /l/ and /r/ in the first part of the lesson. In the second part of the lesson, I will introduce separate posters, each with sound /t/ and /d/ 2. The students with the effect of local dialect in pronunciation will be encouraged to comprehend and differentiate the sounds in writing and practice more on pronunciation. 3. For the learners to identify and appreciate the difference in usage of sound /t/ and /d/, recorded audios of the sounds will be played and the illustration of phonetic transcription of these sounds. 	

Authentic Text (insert reading text here or link to the listening recording)

1. Sound /l/ and /r/

These two sounds are difficult to distinguish, and several non-native speakers mix them up. The good news is that they are somewhat dissimilar, and if you concentrate on the mouth position, you ought to identify them. Compare words that contain these two sounds to deepen your comprehension of the various positions.

Today, we'll discuss the distinction between the R [ɹ] and L consonant sounds. Numerous pupils have difficulty listening and sensing identifying the distinction between these two sounds. To begin, let's go over the mouth posture. The tongue is brought forward, and the tip of the tongue presses on the upper jaw just below the teeth, or occasionally comes through the teeth, to form the L. To produce sound R, on the other hand, the tongue's tip is lowered, and the back/mid-portion of the tongue is raised. The tongue's back/middle section presses against the top teeth on the inside.

Thus, the tongue tip is raised and forward to produce the sound L, while it is lowered and further back to produce the sound R. The tip of the tongue is not in contact with anything during the R sound. Additionally, the lips remain more neutral throughout the production of sound L. They round the lips slightly when making the R sound. And occasionally, particularly at the beginning of a word, they round a pretty little.

Consider a word pair where the sole distinction between the two words is the R or L consonant. Rate and late. Here, take notes of the more rounded lips in the production of sound R for 'rate.' The tip of the tongue is pressed against the roof of the mouth, behind the front teeth, when making the L sound. Now you will witness me silently speak one of the terms, either 'rate' or 'late.' I want you to examine the mouth position and determine which one is correct. The word I used was 'rate,' which begins with the letter R. Take note of the initial mouth position. Rate. For the R sound, the lips formed a tight circle. Now consider a word pair in which the difference is in the sound after the words: Cuddle, whose final sound is an L, and cutter, whose final sound is an R.

You could see more dark space inside the mouth with the R sound because the tongue is pulled deeper. The tongue is further forward in the L sound and thus more visible through the teeth. I'll repeat one of the words this time without sound. I want you to guess by observing the mouth posture which word it is.

Answer: 'Feeling' was the word containing the L sound.

I hope this clarifies how these sounds differ. During your practice, ask a teammate to observe your mouth's behavior. Additionally, ensure that you observe the ideal mouth posture for these sounds in the mirror.

Identifying when r is silent

In standard English (UK English), the letter ⟨r⟩:

is silent if no sound precedes after.

It is silent if a consonant sound precedes directly after.

The word is not silent:

If there is a vowel sound directly after or before

See the examples here:

SILENT ⟨r⟩:

car /kɑː/

fork /fɔːk/

horse /hɔːs/

first /fɜːst/

PRONOUNCED ⟨r⟩:

merry /'mɛri/

forest /'fɒrɪst/

pouring /'pɔːrɪŋ/

rack /ræk/

Silent /l/

Walk /wɔk/

Calm /kɑm/

Folks /fɔks/

Half /hæf/

2. Sound /t/ and /d/

Because these two consonants share the exact mouth location, they are paired together. We'll practice using the correct mouth position to pronounce these sounds clearly and accurately.

Tt is unvoiced, which means that only air enters the mouth. And dd is voiced, which means that you, uh, uh, dd, make a sound with your vocal cords. Those consonants are stop consonants, meaning they have two components. When starting, a halt to airflow is required, followed by a release. The tongue posture suffocates the airflow. The tongue will rise to the upper jaw, right below the upper teeth, and the front will touch the roof. It will then draw down to expel the air. Teeth are joined together, tt, and when the tongue releases, they separate, tt, dd. Consider the word 'pat.' Pat: In the first section, the tongue has risen into position, effectively blocking the flow of air. Pa-tt. And in the second section, the tongue is released, and the air is drawn into the mouth through the locked teeth.

The next sound affects the lip location of these noises. Dime, for example, you can see how the lips form the first sound of the 'ai' vowel, dime, well before the D is formed. Drain, drain, drain Again, you can see the lips assuming the R, drain, posture even before the D is formed. You can have noticed the lips forming the circle for the 'oo' in the 'boo' vowel. On the right, we can observe the T/D mouth position compared to the resting mouth position on the left. Aspects of the mouth are drawn in here. For these consonant sounds, the soft palate is lifted. Pause before letting the air, and the tongue position expands up in the front and presses on the roof of the mouth. It is located directly behind the upper front teeth.

A word concerning the D's tooth position. As I previously stated, the teeth are joined together, tt, and separate when air is released. This must occur for the T to be released. However, the D can be formed without the teeth coming ultimately together: dad, dad. As you can see, the teeth are not entirely closed, but the tongue is coming into the upper jaw and pulling away, producing a sound D.

Let us practice more

train/ drain

tad/dad

tote/dote
time/dime.

Example in a sentence

Tom tasted the dark chocolate of Dad.

Please include a rationale for why you have chosen this authentic material (approximately 100 words):

I have chosen this material since it is a good illustration of the two related and confusing sounds. This content highlights the nature of the mouth, tongue, and airflow when pronouncing the two sounds. Because both pairs involve differentiation using the shape of the mouth and the position of the tongue, the two words are appropriate for the lesson.

<u>Stage Name</u>	<u>Stage Aim</u>	<u>Time</u>	<u>Interaction Pattern</u>	<u>Teacher's procedure</u>	<u>Students will...</u>
Pre-listening (a)	To engage learners in identifying and pronouncing the problematic sounds /l/, /r/	5 minutes	T-S S-T	(a) Asks students to list examples of problematic sounds containing sounds /l/, /r/ (b) Tell them the reasons behind problematic sounds.	(a) Identify and pronounce the problematic sounds involving sounds /l/, /r/ (b) Listens and takes notes.
(b)	Engage learners in pronouncing the sounds /t/ and /d/	5 minutes		(a) Also ask the students to mention words with sound /t/ and /d/ (b) Help them understand the difference in pronunciation and use of sound /t/ and /d/	(a) Identify and read aloud the sounds /t/ and /d/ (b) Listen and takes notes as one of them read loudly the sounds /t/ and /d/
During listening	To provide a list of problematic sounds containing the topical content and demonstrate how to	25 minutes	T-S S-T	(a) Display a poster with list of separate sounds /l/, /r/ and /t/ and /d/ (b) Read out a list of problematic sounds. (c) Tells learners to write them down in their exercise books.	1. Listening 2. Write down the answers.

	pronounce the problematic sounds differently, and help learners overcome pronunciation.			<p>(d) Tell the learners to pronounce problematic sounds.</p> <p>(e) In some circumstances both sound /l/ and /r/ are kept silent in pronunciation. I will use this opportunity to highlight those circumstances.</p> <p>(f) Provide the criteria for identifying when these sounds are silent in the word.</p> <p>(g) Summarizes the approaches that can be used to overcome the problematic sounds.</p>	<p>3. Pronounces the challenging sounds /l/, /r/ and then /t/ and /d/</p> <p>4. Listen and make notes</p>
Post listening	To test whether learners can pronounce and differentiate the problem sounds (their speaking skills).	10 Minutes	S-S	<ol style="list-style-type: none"> 1. Divide students into cooperative groups of 4-5 students. 2. In their groups, ask them to identify as many different problematic sounds as possible as part of the competition within 3 minutes. 3. Each of the students in a group pronounces each word in the list. 4. At the end of the group activity, identify a member in each group on random to read aloud their identified sounds. 5. Ask for any silent sound in the word. 6. Count the sounds for each group and ascertain whether they are correct and, 7. Name the leading group and ask the class to applaud the leading group members. 	<ol style="list-style-type: none"> 1. Make a list of as many problems sounds as possible 2. Listen and make notes on their exercise books as the other identified group member reads aloud the problematic sounds.

	To assess the ability of the students to identify and differentiate the problem sounds in spoken English and test their listening skills.	7 Minutes	T-S	<ol style="list-style-type: none"> 1. Play the audio that uses the problem sounds in a conversation between two characters (people). 2. Ask the students to identify the sounds in each part 3. Go round to check whether the students can differentiate the sounds mentioned in the recording. 	1. Listen to the audio and identify the sounds /l/, /r/, /t/, and /d/ as used in the conversation.
CONCLUSION	To summarize the lesson content and provide a clear difference between the problematic sounds. Allow the learners to enjoy testing their newly gained skills and enjoy themselves after the challenging lesson.	5 minutes		<ol style="list-style-type: none"> 1. I will single out the critical distinction in pronunciation of the two sounds and asks some students to pronounce problematic sample sounds. 2. Gives the learners an exercise in the learners' textbook. 	<ol style="list-style-type: none"> 1. Identify more problematic sounds. 2. Writes the exercise.
QUESTION AND ANSWERS	To allow the students to seek clarification on areas they have not fully understood and test the level of understanding of the content.	3 Minutes	S-T	<ol style="list-style-type: none"> 1. Give the students time to ask any questions regarding the lesson content. 2. If the students have no question, use the opportunity to test the general understanding of the content by asking them a question and randomly asking the student to pronounce it. 	<ol style="list-style-type: none"> 1. Ask for any clarification or questions. 2. Provide an answer to the question asked by the teacher.
<u>Lesson Rationale (700-1000 words):</u>					

The lesson is about testing the students' listening and speaking skills, and I chose to structure the content due to several factors. First, the audience is the beginners' level, and the approach ought to be structured in such a way that would not confuse the learners and give ample time to comprehend and understand the pronunciation. Secondly, the allocated time of sixty minutes is adequate to combine the two pairs of problematic sounds /l/, /r/ and /t/, /d/. The resources available for teaching also informed the choice of the structure. For example, the availability of posters and audio devices enables the separate structure to test the listening and speaking skills. The posters will test the learners' speaking skills, and the audio will test the learners' listening skills.

Pre-listening

The introduction is meant to enable learners to appreciate the existence of difficult sounds and mention them. The introduction is divided into two sections: introduction for sounds /l/, /r/ and the other is for sound /t/, /d/. This is separated so as not to confuse the learners. For example, if the entire content is combined, the learners may not appreciate the difference between the sounds, and the sounds pairs need to be taught as separate content. The introduction gives the learners a gist on the relationship between sounds and brainstorms for the problem sounds.

Post listening

This is the central part of the lesson and is used to impart the skills of differentiating and overcoming the challenges of the related sounds. The section is used to improve the learners listening and speaking skills. In the first part of this section, a poster illustrates the problem sounds in words and sentences and enables the learners to listen as the teacher reads out the content. In the second part, the learners are asked to read the other content aloud to improve their speaking skills regarding the problematic sounds. This section also provides the learners' ways or approaches for overcoming the difficulty in pronouncing the related and complex sounds and their phonetic transcription in Text.

This section provides the learners with the opportunity to test their speaking skills and identify as many sound problems as possible. Since it is a timed competition, it also enables the learners to test their ability to reason fast and to identify as many words as possible. Group work also enables the learners to work independently in groups. During this time, the teacher will eavesdrop in each group to assess the progress. In case all the members put in a given group cannot identify the sounds, the group is dismantled, and its members are reassigned to join other groups. This section enables the teacher to test the understanding ability and efficiency of the delivery method. It also provides the learners with the opportunity to practice the pronunciation of the intricate sounds and identify the circumstances the sounds are kept silent in some words.

This is not done in groups but instead done individually. This section enables the learners to use their listening skills to identify the sounds learned and write them down. The sounds in spoken words may be more challenging to identify than the displayed sounds in the poster. Moreover, using the sounds in the sentences may be challenging to pronounce and identify the circumstances where these words are silent. Therefore, this audio listening activity provides the

learners with the opportunity to practice the problem sounds and identify them. In case the learners cannot identify the sounds in audio or complex sentences, a scripted version in PowerPoint will be displayed.

Conclusion

Having delivered the content and test the learners' understanding of the sounds, this section summarizes the entire lesson and allows the learners to appreciate and enjoy the newly acquired knowledge.

Questions and Answers

This section is allocated the least time since it can be optional. Suppose the teacher felt the learners have adequately demonstrated their ability to pronounce the problem sounds in the prior sections. In that case, he may choose to abandon this section and ask the students to instead enjoy the challenging lesson. However, suppose the learners have any issues or questions regarding the covered sounds. In that case, the teacher will address them or use the opportunity to further test if the learners fully understand the content and their ability to put it into practice.

Bibliography (if needed):

Brewster, J., Ellis, G., and Girard, D., 1992. The primary English teacher's guide. *Reading and writing*, 110, p.9.

Materials (include all physical copies of the materials you plan to use in your lesson, referenced):

Posters

SILENT L WORDS	SILENT T WORDS	Silent Letter R	Silent D
WALK /wɔ:k/ CALM /kɑ:m/ FOLKS /fɒks/ HALF /hɛf/ TALK /tɔ:k/ CHALK /tʃɔ:k/ COULD /kɒd/	LISTEN /'lɪsən/ CASTLE /'kæsl̩/ WRESTLE /'rɛsl̩/ OFTEN /'ɒfən/ WHISTLE /'wɪsl̩/ RAPPORT /rə'pɔ:t/	star start more for park dark teacher sister doctor bear beer square river before ear hear wear	Wednesday sandwich handsome edge bridge

Link to the audio

<https://youtu.be/AzZswz8na5c>

<https://youtu.be/iH-9lqrGbBU>

Other materials for illustration

Practice the voiced D sound

You can practice pronouncing the vocal D sound by saying these words. To verify that you are pronouncing the consonant and not puffing air, keep a piece of paper or your hand in front of your mouth. The paper should not move when you make a spoken sound.

- **Dad**
- **Loud**
- **bad**
- **mad**
- **and**
- **do**
- **did**
- **dog**
- **sad**

- done

Challenge words!

These words have both sounds! Practice them slowly.

The **D sounds** are in **green**. The **T sounds** are in **blue**.

- Satur**day**
- **do**t
- **To**day
- want**ed**
- **T**uesday
- **T**ried
- **d**ate
- **d**iet

Now compare these two sounds and practice them loudly.

D	T
bad	bat
did	tot
do	to
sad	sat
and	ant

Practice the sound /l/ and /r/

alive arrive

long wrong

light right

fly fry

Next, practice pronouncing:

belly berry

blush brush

blew brew

clown crown

clash crash