

# Pronunciation activities: Part 3

## by Adrian Tennant

### Sound matters: /n/ and /ŋ/

**Level:** All

**Target age:** Adults and teenagers

**Time needed:** 30-45 minutes

**Summary:** This lesson focuses on the distinction between the phonemes /n/ and /ŋ/

#### Exercise 1

1. On the board write up the following two words: *ran* /ræn/ and *rang* /ræŋ/.
2. Ask a few students to pronounce the two words.
3. If you need to, model the words and make sure students can hear the difference.
4. Explain that you will play a recording with seven sentences. The students' task is to listen and decide which word they hear.
5. Get students to read the seven sentences on the worksheet.
6. Play the recording and get students to circle the word they hear.
7. Put students in pairs and have them check.

**Key:**

1. *win*; 2. *tang*; 3. *banning*; 4. *fans*; 5. *sing*;
6. *rang*; 7. *Ron*

8. Play the recording again, pausing after each sentence.
9. Have the students repeat the sentences they hear.
10. If necessary, drill each sentence to clarify the pronunciation.

**Audioscript:**

Listen and circle the word you hear in each sentence.

1. *That was an amazing win.*
2. *It's got a really nice tang.*
3. *What have they been banning?*
4. *He's got some incredible fans.*
5. *You really shouldn't sing!*
6. *He rang yesterday.*
7. *Is that really Ron?*

#### Exercise 2

1. Ask students to look at the chart.
2. Play the first two words on the recording.
3. Make sure students can distinguish between the two words – at this stage you might want to drill the words with your students.
4. Play the rest of the recording and get students to

- write the words they hear in the correct column.
5. Put students in pairs and have them check together.
  6. Play the recording again.
  7. Check in pairs again and then as a class.
  8. Finally, practise saying each word.

**Key:**

/n/	/ŋ/
ran	thing
know/no	king
fin	young
thin	sink
funny	rang
ton	finger
	tongue

#### Exercise 3

1. Ask students to read the chant while you play the recording.
2. Play the recording again, stopping after each line and ask students to repeat what they hear.
3. Ask students to say the chant.
4. Play the recording again with the students saying it at the same time.
5. Repeat the process for the second chant.

**Audioscript:**

*Dan rang the wrong number.  
His younger sister no longer lives there,  
But she still loves singing songs in the morning.*



*Jan's cooking tingles everyone's tongue.  
Her chicken wings are always tangy,  
And taste so nice.*

#### Extra activity

1. Ask students to work in pairs and see if they can come up with their own tongue twister or chant using /n/ and /ŋ/.

## Worksheet

### Exercise 1

 Listen and  the word you hear in each sentence.

1. That was an amazing win/wing.
2. It's got a really nice tan/tang.
3. What have they been banning/banging?
4. He's got some incredible fans/fangs.
5. You really shouldn't sin/sing!
6. He ran/rang yesterday.
7. Is that really Ron/wrong?


 Listen again and repeat each sentence.

### Exercise 2

 Listen to the words and write each one in the correct column.

/n/	/ŋ/
ran	

### Exercise 3

 Dan rang the wrong number.  
His younger sister no longer lives there,  
But she still loves singing songs in the morning.

Jan's cooking tingles everyone's tongue.  
Her chicken wings are always tangy,  
And taste so nice.