

INTONATION PATTERN

Subject

English

Prepared By

[Instructor Name]

Grade Level

4

Overview

This lesson plan covers teaching content for;

1. Learning intonation in English
2. Identifying stressed and non-stressed words
3. Understanding the concept of pitch and its types

Objectives

Students should be able to;

- Define in their own words a definition for intonation.
- Compare based on the understanding of the basic concept, compare different types of intonation in speech;
- Practice imitate the stress patterns and intonation and do practice.

Assessment Activity

1. Have each student to read the following sentence in different tones and point out the differences
Pair work:
A: Mary has married to John.
B: Really.
2. Listen to students' responses carefully to know their level of understanding. You must make them

Activity Starter/Instruction

1. Ask the class to read the following phrases in falling tone and rising tone.
2. Pay attention to the types of intonation in English.
 - A friend in need is a friend indeed.
 - There is no smoke without fire.
 - Pass me that book, will you? --- Thank you.
 - A: Can I help you? B: No, thanks.

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Write the sentence on board. "Ali and Sadia play football happily"
2. Ask the students to read the sentence. Note the pronunciation and style of the reading of each student.
3. Underline the stressed words in the sentence.
4. Ask student to try reading aloud again with the focus on stressed words this time, "Ali and Sadia play football happily".
5. Repeat the other sentences

Teacher Guide

Day 1/ Lesson 1: 15 Mins

1. Display examples by playing the recording of the native speakers showing the typical pronunciation in English.
2. Have the students notice the definition of intonation in focus.
 - Intonation: It is often called the melody of language since it refers to the pattern of pitch changes that we use when we speak. By pitch changes we mean the rise and fall of the voice in connected speech. Consisting of different pitch changes.
 - Intonation: It is the musical feature of an utterance. Pitch changes on stressed syllables determine the intonation patterns of an utterance.
 - Intonation: It is actually the combination of stress and pitch

Teacher Guide

Day 4/ Lesson 4: 15mins

1. Explain to students the concept of pitch and its types.

Materials Required

- Handouts: illustration of stress patterns and intonation pattern;
- Recordings of native speakers
- speakers

Additional Resources

- <https://www.fluentu.com/blog/educator-english/intonation-activities-teaching-english/>
- <https://busyteacher.org/15088-how-to-improve-intonation-stress-7-exercises.html>
- <https://www.englishlessonplanner.com/plan-lesson-plan.html>
- <https://study.com/academy/lesson/intonation-lesson-plan.html>
- <https://www.scribd.com/document/361018-Lesson-Plan-2-Lugtuver>

Additional Notes

practice this concept in every lesson.

Summary

1. Ask students why intonation is important and how intonation makes a difference to meaning.
2. Discuss with students how they can continue to improve their intonation. (How they can listen to more and more English spoken by the native speakers)

Teacher Guide

Day 3/ Lesson 3: 20mins

1. Write the following paragraph on the board:
 - My mother and father are true friends. They love us.
 - My sister and I love our parents because they are the only ones who have tried hard to make us realize the importance of education.
2. Ask one student to read one sentence.
3. Ask another student to show some difference in the intonation.
4. Ask the class which one they thought sounded better.
5. Be surprised at how quickly your pronunciation improves! By focusing on stressed words, non-stressed words and syllables.
6. When listening to native speakers, focus on how those speakers stress certain words and try to copy their stress pattern.
7. Allow them to make predictions about the story.

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2. Ask them to read a sentence written on the board.

Question: What! Where do you mean he's?

Answer: oh! How sad. He is no more.

3. Ask students to read the above given question
4. Tell them to answer two to three times aloud and see the difference in their tones and pitch.
5. Let the two groups come up with one question and answer
6. Record on the board for very high pitch and ask the groups to practice reading it aloud.

Guided Practice

Day 5/ Lesson 2: 15 Mins

1. Arrange a class competition and ask children to read one sentence each, in pairs. The best pair will be awarded with a star on his/her hand.
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