

MAKING SIMPLE STATEMENTS USING THE APPROPRIATE STRESS AND INTONATION

3.20.2019

Subject

Overview

English

Prepared By

[Instructor Name]

Grade Level

2

This lesson plan covers teaching content for;

1. Responding to simple statements appropriately with the right stress and Intonation
2. Making statements using the appropriate stress and Intonation

Materials Required

- Board
- Marker

Objectives

- Students should be able to;
- identify the terms stress and intonation
 - read words that change meaning and pronunciation with different stress
 - read sentences that change meaning depending upon stress and intonation

Teacher Guide

Day 3/ Lesson 3: 20 Mins

1. Discuss with students that, in English, we give

Activity Starter/Instruction

1. Have the students notice the definition of intonation in focus.
2. Warming-up: Ask the class to read the following phrases in falling tone and rising tone, 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?

Teacher Guide

Day 1/ Lesson 1: 15 Mins

1. Begin awareness raising activities by reading an example sentence aloud to the students (for example: The boys didn't have time to finish their

Guided Practice

Day 2/ Lesson 2: 25 Mins

1. Write a few sentences on the board
2. Underline the stressed words in both sentences. Ask students to try reading aloud. Point out how each sentence seems to be approximately the same length in "stress - time".
3. Ask students to look through the example sentences and underline the words that should be stressed in the worksheet.
4. Circulate about the room asking students to read the sentences aloud once they have decided which words should receive stresses.

Additional Resources

- https://www.academia.edu/7633024/Unit_3
- <https://owlcation.com/academia/Stress-Anc>
- <https://www.thoughtco.com/practice-stress>
- <https://www.teachingenglish.org.uk/article/>

Additional Notes

<p>stress to some words while some words are quickly spoken (some student say eaten!). We quickly speak, or swallow, a number of words in a sentence.</p> <p>2. Tell the students that we mostly stress nouns, adjectives, action words, etc. which are also called CONTENT WORDS.</p> <p>3. Tell students that there are different intonation patterns used for different types of sentence. The intonation pattern for statement, is basically the same. The voice starts at a normal pitch, rises at the intonation focus word, falls back to normal after the intonation focus word, and falls to low at the end of the sentence.</p> <p>4. Tell the students that statement are sentences that report or give information about something, someone or some event.</p>	<p>homework before the lesson began).</p> <p>Read the sentence the first time pronouncing each word carefully. Read the sentence a second time in natural speech.</p> <p>2. Ask students which reading seemed more natural and why it seemed more natural.</p> <p>3. Using the ideas students come up with, explain the idea of English being a "stress - timed" language.</p> <p>4. Talk about the differences between stressed words and non-stressed words (i.e. principle verbs are stressed, auxiliary verbs are not).</p> <p>Assessment Activity</p> <p>1. Have students write 10 FALSE sentences. They could be about anything, as long as they are not true.</p> <p>2. Next have students read the statements to their partner. The partner must correct each of the incorrect statements. For example: "Christmas is in July." - "No, Christmas is in December."</p> <p>Summary</p> <p>- English can very well be spoken correctly and naturally with the three intonation patterns: falling, rising and falling-rising.</p>	<p>5. Review activity as a class - ask students to first read any given sentence with each word pronounced followed by the "stress - timed" version. Expect a surprise at the quick improvement students make in pronunciation.</p> <p>Guided Practice</p> <p>Day 4/ Lesson 4: 20 Mins</p> <p>1.As the lesson comes to an end, remind students that Intonation is the rise and fall of the voice in speech. The two kinds of intonation are falling intonation and rising intonation.</p> <p>2.A falling intonation is used at the end of (1) a statement, a command, or a request and (2) a question which cannot be answered by yes or no.</p> <p>3.A rising intonation is used (1) at the end of a yes/no question, (2) after a phrase within a sentence, and (3) in enumerating persons, places, objects and others.</p> <p>4.Intonation should rise at the end of questions or statements expressing doubt. Rising intonation communicates uncertainty and doubt. Examples: You're moving? You didn't sleep last night? Are you coming?</p>
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Assessment Activity

1.

Summary		
1.		