

INTONATION PATTERNS

Subject

English

Prepared By

[Instructor Name]

Grade Level

3

Overview

This lesson plan covers teaching content for;

1. Expressing words with the right Intonation Pattern
2. Distinguishing the contrast between two expressions both in statements and in questions.

Objectives

Students should be able to;

- Express words with the right Intonation Pattern.
- Distinguish the contrast between two expressions both in statements and in questions.

Activity Starter/Instruction

1. Tell students that today you will be talking about Intonation Patterns in English Language
2. Tell students that today you will be talking about the two parts in Intonation Pattern
3. Tell students that today you will be talking about the different pitches in Intonation Patterns.

Guided Practice

Day 2/ Lesson 2: 20 Mins

1. Provide cards describing pronunciations.
2. Tell the students that there are two parts in Intonations.
3. Tell the students that there is Rising intonations and Falling Intonations
4. Tell the students that the Rising intonations describe how the voice rises at the end of a sentence.
5. Tell the Students that rising intonations is shared in Yes/No Questions.
6. Give an example: Are you thirsty?

Teacher Guide

Day 1/ Lesson 1: 15 Mins

1. On a piece of chart paper write the heading "Intonation"
2. Tell the students that the description of intonation pattern is the manner a person's voice raises and lowers dependent on what they are speaking about.
3. Tell the students that an example of an intonation pattern is raising your voice at the close of a question.
4. Tell the students that intonation varies in the pitch of the speaker's voice.
5. Tell the students that this depends on the voice the speaker's conveys information or alter meaning.

Guided Practice

Day 4/ Lesson 4: 20mins

1. Begin the class by reading an example sentence aloud to the students
2. For instance: Can you sing a song?

Materials Required

- Course Book
- Board
- Marker

Additional Resources

- <http://web.ntpu.edu.tw/~language/worksho>
- <https://www.youtube.com/watch?v=tzh3Ow>
- <https://dictionary.cambridge.org/grammar/t>
- <https://dictionary.cambridge.org/grammar/t>
- <https://www.google.com/url?sa=i&source=i>

Additional Notes

Teacher Guide

Day 3/Lesson 3: 15mins

1. Tell the students that there are three basic pitches in English Language-Normal, High and Low.
2. Tell the students that the normal pitch is where the voice usually is.
3. Tell the students that a High

Pitch is where the voice rises to specify information focus.

4. Tell the students that the Low Pitch is where the voice falls, usually at the end of sentences.

5. Demonstrate the various level of pitch by giving examples from the course book.

Summary

- Encourage student to practice pronouncing words the proper way

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7. Tell the students that the Falling intonations describe how the voice falls on the final strained syllable of a phrase or a cluster of words.
8. Tell the students that a Falling Intonation is much shared in wh-questions.
9. Give an example is: Where's the nearest Hospital?

Assessment Activity

1. Assess the students through their responses by checking their pronunciations.
2. Involve the students in solving the problems given in the exercise in their course book.

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3. Read the sentence the first time pronouncing each word carefully.
4. Read the sentence a second time in natural speech
5. Ask the students which reading seemed more natural.
6. Using the ideas students come up with, explain the idea of English having rising and falling tones
7. All Yes/No answer having questions are rising tones and all questions besides Yes/No is having falling tones.

Note: Students often focus on pronouncing each word correctly and therefore tend to pronounce in an unnatural manner

Summary		
1.		