

USING INTONATION CORRECTLY IN DIALOGUES

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Subject

English

Prepared By

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Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Learning to use the right intonation when having a conversation

Objectives

Students should be able to;

- Use the correct intonations in dialogues/conversations

Assessment Activity

1. Assess them base on how they correctly use the intonations in their conversations

Summary

1. Tell students the importance of using the right intonations in conversations.

Activity Starter/Instruction

1. Tell students they will learn to use intonations in dialogues
2. Tell them that using the right intonation helps in conversations help pass the correct message
3. Provide them with list of short dialogues

Guided Practice

Day 2/ Lesson 2: 20 Mins

1. Introduce target structure in class.
2. Good structures for longer "skits" include:
3. conditional forms, reported speech, modal verbs of deduction, speculating about the future, imagining a different past (past modal verbs of deduction).
4. Provide a dialogue with targeted structure as inspiration.
5. Divide the class up into smaller groups, each in the group should have a role.
6. Using the dialogue as a model, students should create their own longer multiple person skit using the correct intonation.

Teacher Guide

Day 1/ Lesson 1: 20 Mins

1. Explain to students that using intonation in conversations is very important
2. Tell them that using the wrong intonation could cause conflicts.
3. For example; using the phrase Excuse me could be friendly and could be conflicting based on its intonation.
4. Provide numerous short situational dialogues for a target linguistic function.
5. For example; for shopping, students can practice exchanges of trying on clothing, asking for help, asking for a different size, paying for items, etc.
6. Model any of the dialogues using the correct intonation.
7. Have students monitor the rising and falling intonations in your modeling
8. After teacher's modeling, have students practice each situation multiple times using the correct intonations.
9. Write each situation on a small piece of paper.

Materials Required

- list of short situational dialogues
- list of topics for conversation
- whiteboard and whiteboard markers
- a dialogue with targeted structure
- dialogue with targeted structure
- a list of topic to practice dialogues

Additional Resources

- https://issuu.com/ffetty/docs/my_lesson_pl
- <https://busyteacher.org/16149-teaching-eng>
- https://www.britishcouncil.org.br/sites/default/files/eng_0.pdf
- https://bogglesworldesl.com/askthomas_int
- <http://blog.stuartmillenglish.com/category/stress-timing-and-intonation-prosody-lesson>

Additional Notes

7. Students practice and then perform for the rest of the class.

Guided Practice

Day 3/ Lesson 3: 15 Mins

1. Provide students with a list of topic to practice dialogues on
 2. Divide students into pairs of students with similar topics
 3. Example of the topics are, my best food, my best movie, etc.
 4. Tell them they will have a conversation on this topic using the correct intonation.
 5. While the practice is on, walk around to monitor the students.
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10. Students choose a situation randomly and act it out on the spot without any dialogue cues.