

USING INTONATION IN STATEMENTS

Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Learning intonation in English
2. Using intonations in making statements
3. Using intonation in asking and responding to questions

Objectives

Students should be able to;

- Distinguish rising and falling intonation in statements
- Recognize the rising and falling intonation in yes-no questions and answer.
- Ask simple questions based on dialogues.

Assessment Activity

1. Have volunteer students make statements with falling and rising intonations
2. Have students ask questions and other students respond.
3. Assess them by listening to their pattern

Summary

1. Ask students why intonation is important and how intonation makes a difference to meaning.

Activity Starter/Instruction

1. Start by telling students the purpose of the lesson.
2. Review what they learnt in the last session about intonation.
3. Tell them that they will learn more about intonation than they did previously

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Give students time in class to practice what they just learned.
2. Give them exercises to do in pairs, and also as a large group. I've found that variety helps keep them interested.
3. For the following exercise, put students in pairs and have them take turns reading statements with falling intonation and rising intonation.
4. One of them would be Student A, and the other would be Student B. After reading all 4 statements, they would then switch.
5. Teacher should walk around and listen to each pair to ensure that their intonation was correct.

Teacher Guide

Day 1/ Lesson 1: 20 Mins

1. Start the lesson by explaining what Intonation is and why it's so important.
2. Tell them that Intonation is the rise and fall of the voice in speech and is necessary in communication.
3. Explain to them that Correct use of intonation helps to effectively convey your message
4. Also them that incorrect use of intonation may confuse the listener, causing the message to be misunderstood or misinterpreted
5. Model or show them how intonation is used correctly
6. Explain that intonation should fall at the end of declarative statements.
7. Elicit that Falling intonation communicates certainty and completion.
8. For example; That's my house. I like apples.
9. Further explain that Intonation should rise at the end of questions or statements expressing doubt.

Materials Required

- Video of a short story or its transcript
- computers
- whiteboard and whiteboard markers
- a short video for students or the transcript o video using the computer
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Additional Resources

- <https://aminghori.blogspot.com/2016/07/le-plan-of-rising-and-falling.html>
- <https://www.englishlessonplanner.com/plar>
- <https://www.slideshare.net/hersheyssa/less-plan-in-speakingteaching-of-speaking>
- <https://study.com/academy/lesson/intonati-lesson-plan.html>
- <https://busyteacher.org/15088-how-to-imp-esl-intonation-stress-7-exercises.html>
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Additional Notes

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)

6. If struggling or using incorrect intonation, model the correct intonation for them and have them repeat after me until they got it correct.

Teacher Guide

Day 3/ Lesson 3: 20mins

1. Teacher should play a short video for students or the transcript of a video using the computer.
2. Ask the pupils listen or watch and find out what happened in the characters. (Present this using computer)
3. let the pupils read after the teacher
4. Ask questions about the story.
5. Let the pupils answer the question with yes/no.
6. Ask them to listen to the intonation. If the voice goes up or down.
7. Teacher should read out the transcript of the video or another story to students.
8. Teacher should ask when does his/her voice go up
9. Teacher should elicit that the rising intonation is used in yes/no questions
10. Teacher should ask when does my voice go down?
11. Elicit that the falling intonation is used to answer question that cannot be answered with yes/no.
12. (Let the children notice the rising intonation in the questions and the falling intonation in the answers that follow.)

10.Emphasize that rising intonation

communicates uncertainty and doubt.

11.For example; You're moving? You didn't sleep last night? Are you coming? Is it snowing?

Guided Practice

Day 4/ Lesson 4: 15 Mins

1. Teacher should divide students into pairs
2. Teacher should model asking questions with a rising intonation
3. Teacher should then model answering her question with a falling intonation
4. Teacher should tell students they will practice this exercise.
5. Tell them student A will ask a question in rising tone while student B respond in falling intonation.
6. Tell them they will take turn in this.
7. That is, student B will ask the question while student A will respond
8. Teacher should walk round to inspect the student during the practice