

TITLE: Intonation in Pronunciation

ESTIMATED TIME: 2.2.5 hrs

LESSON OBJECTIVES:

- Students will discuss intonation patterns with their peers to categorize into rising, falling, or both.
- Students will mark intonation patterns at specific punctuation sites to indicate rising, falling, or both.
- Students will be able to produce basic intonation patterns of yes/no, information questions, and either/or questions.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none"> • Intonation • Rising • Falling • Yes/No Questions • Information Questions 	<ul style="list-style-type: none"> • Handout #1 - Intonation practice. • Handout #2 and Rules of the Road #2 video. • Handout #3 and Rules of the Road #19 video. • Handout #4 and Rules of the Road #2 • Rules of the Road #19 videos - Copy Part A and Part B individually. • Sentence Cards - copy and cut for students. • Chocolates if you are going to reward the students with the most correct answers.



WARM UP (10 minutes):

- Ask students if they ever write lists for themselves, such as grocery lists or to do lists.
- Ask them if they ever take notes while someone else is talking, for example, writing down addresses, phone numbers, price quotes, etc.
- Encourage them to draw from their own experiences and describe how they take notes.



INTRODUCTION (20 minutes):

- Explain to students that this is a note-taking lesson and in order for them to be able to take good notes, one of the skills they need to learn is becoming aware of when the speaker is finished listing.
- Ask them how they know when someone is finished talking by just listening to them. The purpose is for them to tell you how the speaker ‘sounds’. You are looking for them to tell you they listen for intonation.

Introduce the three types of intonation to your students:

Rising:

- Rising intonation uses an upward arrow like this: ↗
- It is used with yes/no questions. For example:
Can you go to the movies? ↗
Did you lock the door? ↗



INTRODUCTION (20 minutes):

Falling:

- Falling intonation uses a downward arrow like this: ↘
- It is used with statements and information questions. For example:
What time is the movie? ↘
Where are you going? I have to work a lot. ↘

Rising and Falling:

- A low rise/fall intonation may use both arrows to show the short rise and then fall of the intonation it may be symbolized in this way: ↗↘
- Compound and complex sentences use this intonation. For example:
I went to the store, ↗ but I didn't buy milk. ↘
I will help you ↗ when I have time. ↘

Use the sentences in Handout 1 for a quick practice. Alternatively, you can project the sentences on the screen and ask students to show you by using 'thumbs up', 'thumbs down', and for the rise/fall, one thumb up and one thumb down!



PRESENTATION (30 minutes):

- In order for students to be able to take good notes, they must understand that in addition to the sentences they practiced, lists also use the rising intonation until the last item. The last item uses a falling intonation.
- Play the video, Rules of the Road #2, once without stopping. Ask students to just watch the video and pay attention to what is going on.
- Play the video again. This time pause where marked and point out the rising or falling intonation to students.
- After the first few, ask them to tell you whether the intonation is rising, falling, or both rising-falling.
- Continue to the end of the video.
- After watching Rules of the Road #2, give them Handout #2 and watch the video again.
- Give them Handout #2. Students can check to make sure they have the written down the correct words with the correct spellings.
- Now play the video again and have them mark the intonation in the parentheses. You may want to pause every few sentences, but by this time, they should be quite familiar with this video.



GUIDED PRACTICE (30 minutes):

- Put students in pairs or groups of three.
- Show the students Rules of the Road #19 video without Handout #3 twice.



GUIDED PRACTICE (30 minutes):

- Then give them Handout #3 and ask students to mark the intonations. Pause after each sentence, so students can discuss their answers and come to a consensus.
- Review the answers together.
- If you like, hand out chocolates for the group with the most correct answers!



COMMUNICATIVE PRACTICE (30 minutes):

Use the Sentence Cards handout to practice the rising and falling intonation of the sentences.

- Copy and cut the sentences into cards, so each student can have their own card.
- Ask students to read their own card aloud to figure out if the intonation is rising, falling, or rising/falling.
- Mark the three different intonations on three index cards. For example, Fall, Rise, Rise/Fall. Put each index card in a different area of the room. Tell students who have falling intonation to go to the area marked Fall, rising intonation go to Rise, and rise/fall go to Rise/Fall.
- When the groups are formed, students share their sentences and discuss if they all have the same intonation. If there is a sentence that does not have the same intonation as the others, that student must look for the appropriate group to join.



APPLICATION (2-3 minutes per student):

- The DMV has 19 short videos in the 'Rules of the Road' series. We have used 2 for this lesson. They are all about 1.5 - 2 minutes long.
- Ask students to choose one of the remaining videos (or assign each student a video). Have them watch it and write two sentences about what they have learned from that video and share with class. See if the students can identify the intonation for the sentences they share.
- You can have the students do this individually or in groups.



EVALUATION:

- The Application is used as an evaluation.
- The teacher can also collect each handout to further assess the students' comprehension and learning of the lesson.



EXTENSION (20-30 minutes):

You can use Handout #4 as an expansion activity for Rules of the Road #2 and #19.

- Play Rules of the Road #2 and give Handout #4 Part A to students and ask them to write down the missing words.

**EXTENSION (20-30 minutes):**

- I tried to have every fifth word missing, not counting articles, but sometimes I opted to have a more familiar word missing than a new word. However, you may still have to play this part a couple of times.
- Ask students to compare their answers with each other.
- Tell students not to worry about spelling. They should write down what they ‘think’ they hear. There are so many different spellings for the same sounds. At this point, it is more important for them to focus on listening for the sounds. They can check for the correct spelling later.
- Now go over the questions at the bottom of the page and discuss the answers together. Encourage students to write down the correct answers.
- After watching Rules of the Road #19, give students Handout #4 Part B and watch the video again.
- Ask students to write down the missing words. They can check their answers together.
- Ask students to answer the comprehension questions together in their group. Since they are working in groups/pairs, one version should be agreed upon by all members to be the group’s answers.
- Review as a class to make sure that they have the correct answers.

CORE LESSON COMPONENTS:**BASIC COMMUNICATION:**

- Ask for meanings of words and expressions when misunderstanding occurs.
- Answer comprehension questions based on a short reading passage.
- Produce basic intonation patterns of Wh- and yes/no questions.
- Distinguish between a question and a statement.

COLLEGE/WORKFORCE PREP:

- Leadership and teamwork skills

DIGITAL PREP:

- Use technology for English language learning

21ST CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

ONLINE RESOURCES:

- [Identifying and Practicing Tone Units](https://elfpron.wordpress.com/2014/03/03/identifying-and-practising-tone-units/) (https://elfpron.wordpress.com/2014/03/03/identifying-and-practising-tone-units/)
- [Understanding Nuclear Stress](https://elfpron.wordpress.com/2014/03/03/understanding-nuclear-stress/) (https://elfpron.wordpress.com/2014/03/03/understanding-nuclear-stress/)

CORE LESSON COMPONENTS:

- [Rules of the Road #19 Video](https://www.youtube.com/watch?v=9D8qNNb5YsY&list=PL2F4E872DBDFF6AFA&index=19) (https://www.youtube.com/watch?v=9D8qNNb5YsY&list=PL2F4E872DBDFF6AFA&index=19)
- [Intonation Patterns](https://englishwithjennifer.files.wordpress.com/2011/06/intonation-patterns_handout.pdf) (https://englishwithjennifer.files.wordpress.com/2011/06/intonation-patterns_handout.pdf)

ADAPTATIONS:

Multi-level: When putting students in pairs or groups for the Communicative Practice, make sure you have higher level students paired with lower level students.
High Tech: If you have a computer lab available, each student can listen and fill out the worksheet in the Communicative Practice individually. This way, they can do it at their own pace although it won't be a group activity. You can also do the Application in class or computer lab.
Low Tech: None.

TEACHER TIPS:

If you have various languages represented in your class, it would be good to have a little discussion on how intonation is used in other languages to help students understand the importance of this lesson in comprehensibility.