**Aplng 410 – Fall 2012**

**Team-Teaching Activity**

**Lesson Plan Format**

**Yue Christine Lee, Xiao-Hang Yu**

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**Lesson Title:**

English Intonation

**Class/Student Information:**

Chinese University students

Intermediate level

30 students

**Length of Class:**

60 minutes

**Overall Instructional Goal:**

Understand the importance of intonation and prominence

**Learning Objectives:**At the end of this class, students will be able to:

Use the correct intonation and prominence of a phrase or sentence

**Justification for Lesson:**

Pronunciation plays a crucial role in language learning and development, and both intelligibility and comprehensibility have great impact on learners’ communicative competence that will affect learners’ desire of using the language as well as learners’ output. In order to help learners to achieve intelligibility and comprehensibility, intonation and prominence needed to be introduced and taught.

**Materials:**

Handouts

PowerPoint

YouTube

Pieces of paper

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| **The Lesson Plan** | **Justification for Activities &**  **Grouping of Students** |
| ***Orientation*** (5 min.)  In the beginning of the class, the teacher will greet the students and introduce then to today’s topic “intonation and prominence, before go to any details of the topic the students will be introduced to watch a YouTube Clip “Dude Bud light Commercial” (http://www.youtube.com/watch?v=dyMSSe7cOvA), which demonstrate the idea of the importance of intonation and how it is used in daily life and followed by a short discussion about what they have observed. | The video clip serves as a great attention grabber and an efficient way to introduce the broad idea of intonation and prominence as well as a good way to engage the students to the learning process. After viewing the clip, students will have a clear concept of the language use and of what to expect in the remainder of the class. |
| ***Presentation*** (20 min.)  A)  Short presentation on the definition of intonations and  have students listen to the examples  (http://usefulenglish.ru/phonetics/listening-for-falling-and-rising-intonation)  B)“Carrie Hit The Alarm Button.”   1. A short sentence “Carrie hit the button” will be presented through PowerPoint slides and students will be asked to read it without punctuation. 2. The second time students will be asked to read it as though they are telling Carrie to hit the button. 3. The instructor will asked the students if they were able to use one group of words to express two different meanings. If so, what will they do to differentiate the two? 4. The student would be asked to say the sentence as though Carrie pushes the button too lightly so it will not have any effect and she needs to hit the button. 5. The instructor will ask the students whether they had pronounce one word more strongly than the others? Which one? 6. The students would be asked to say the sentence for the last time as though they are asking Carrie to hit the alarm button. 7. The instructor will ask the students whether their tones are falling or rising.   C) “humming game”  Pair work:   1. Students A should hum the intonation patterns of the questions from list A of questions or statements, such as   -I like pizza, pickles, and chips.(list intonation)  -Would you prefer coffee or tea?(choice intonation)  -Would you like some ice cream and cake?(double-rising intonation)  -Next week we are flying to Rome. (falling intonation)  -Is he going to the dentist?(rising intonation)   1. Students B should reply the correct response with list be of replies, such as:   -Not all together, I hope.  -Tea, please.  -No, thank you. I'm not hungry.  -Really? How long will you be there?  -Yes. He has a toothache. | In activity B, detailed information of connected speech, stress, and pitch will be introduced. When the students were asked to read the sentence with pauses, the concept of juncture was introduced. The concept of stress will be delivered when students were asked to say the sentence as instruction to Carrie to hit the button harder. The concept of pitch were presented through the last time when they noticed the pitch they used. This way, the students will learn the concept by doing it themselves, instead of given the definitions directly to them.  After a presentation of detailed concept, it is important to further stress the use of intonation and activity C ( students will be groups of three) serves as a good way to present the concept, that without the use of vocabulary and grammar structure, students were asked to express meaning through intonation only. |
| ***Engagement*** (15 min.)  A)  Ask the students to read the following sentence in different word stress and point out the different meaning it conveys.  Pair work :  **I** did not say you stole my red hat.  I **did** not say you stole my red hat.  I did **not** say you stole my red hat.  I did not **say** you stole my red hat.  I did not say **you** stole my red hat  I did not say you **stole** my red hat.  I did not say you stole **my** red hat  I did not say you stole my **red** hat.  I did not say that you stole my red **hat**  B)  Students will be in pairs to practice the different tones used in different situation, after practicing in groups students will be asked to present it to the whole class with each group present one or two examples.  “Hello”  To a friend  To a friend you haven’t seen for five years  To a neighbor that you don’t like  To a 6 month old baby  To someone who you just found doing something they shouldn’t  To know someone is listening on the phone  “good bye”  To a member of your family  To boy/girlfriend  To a child starting his very first day at school  To someone who has been annoying you | In the three activities students will have the opportunities to work in pairs and as a whole with the instructor engineered on the side. With the practice of the sentence with different word stress according to the situation, students will have the chance to put into practice what they have learned and acquired earlier in the course effectively. Because in pair discussion, students can learn from each other and act both as leaner and as teachers among their peers. Pair work provides a way that make sure every students have the chance to speak and listen to the different intonation at the same time  Through the two activities students are expected to demonstrate and use what have learned and presented the result to the class. |
| ***Evaluation*** (15 min.)   1. English intonation practice   http://www.englishmedialab.com/pronunciation/upper- intermediate%20intonation%20exercise.htm   1. Students will be asked to determining individually whether it is a rising tone or falling tone and will be asked to share their answers to the class. 2. You already! 3. You shouldn’t have. 4. It’s unbelievable! 5. That’s not very nice! 6. I don’t think I will. 7. How could you? 8. Why should I tell you? 9. You must be kidding! 10. So what? 11. Well, I never! | The activity A provides students with the opportunity to practice listening of different intonations.  The activity B served as a quick evaluation to see whether students have understood the new concept. The materials will be reviewed by this activity, and instructor can monitor individual learning by examine their response as they are answering the question and by asking some of them to provide an answer to the whole class. |
| ***Expansion*** (5 min.)  Students will be asked to find an example of how different meanings can be expressed through intonation in the TV shows, movies, or daily life, and be prepared to share it in class. Students can bring the following: URL, write the example, an audio recording. | This activity provides students with the opportunity to apply what they have learned in the classroom to out of class situation. The activity serves as a out of class observation activity. |