

Lesson Plan Episode 03



Intonation for questions and affirmatives

Practicing intonation

One way of practicing intonation in English is by using vocabulary already known by the students. Do the following activity with them:

a. Distribute one of the following cards to each student.

love	money	time	coffee	water
chocolate	cheese	milk	sugar	cookie

- b. Invite a volunteer to come to the front of the room and ask the others to ask *May I help you?*
- c. The volunteer will need to mime what is in his/her card to the class, so that they can guess the word.
- d. When a student gets the word right, the volunteer will say the complete sentence *I need...*

Rising and falling intonation

Explain that the intonation in the voice might change, depending on what we want to express in English.

- When we want to ask for something, we ask questions with a rising intonation.

Are you a student? – we have to pronounce the word *student* with *rising intonation*.



But it is different when we have affirmative sentences.

You are a student. – we have to pronounce *student* with *falling intonation*.



- Intonation is also important to express necessity, doubt and denial. For example, we can pronounce the word *water* in different ways, as:





- if we were asking if there is water in a glass: *Is this water?*
- if we were asking for water: *I'd like some water, please.*
- or if we were refusing something, because we didn't ask for water: *No water for me, thanks.*

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Extra practice

Ask students to draw the arrows up  and down  in two pieces of paper. Tell them that  will be shown every time you say a sentence with rising intonation and  when they hear a sentence with falling intonation.

Say the following sentences with the given intonation.

Can I go to the restroom? 


Is he a painter? 

I'd like some water, please. 

Can I have some sugar, please? 

Chocolate, please. 

No water, thanks. 

I love you. 

Do you need money? 

I need a sandwich. 