EdUHK Corpus-based ELT Lesson Design Competition
Intonation of Wh-questions and Yes/no questions

Competition No. : HK06

Author(s): Jiayi Zhong, Claire

Affiliation(s): Fung Kai No.1 Primary School

Target Students: Primary Five

Prior Knowledge：

1. Students are able to define Wh- and Yes/no questions.
2. Students' previous vocabulary ensure they can dub the lines in the movie clips

Corpus Used: The Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong (Chen, H. C. (2020)). (stated as The Spoken English Corpus below)

Retrieved from: https://corpus.eduhk.hk/esl_learner_corpus/#/home

Other Resources Used:

1) Voice-overed Animation movie clips retrieved from movie Wacky Vacation - LEGO City: Airport - Mini Movie https://www.youtube.com/watch?v=q-0yTGVRPvk (For academic purpose only)
2) Praat https://www.fon.hum.uva.nl/praat/download_win.html+
3) A video about intonations of questions on Edpuzzle
   https://edpuzzle.com/media/60795136eda8a7417a9e8257

Lesson Duration: 70 minutes (double lessons)

Learning Objectives:

By the end of the lesson, students are able to:
1. Identify the rising and falling intonation
2. Summarize the patterns of intonation related to the question types
3. Apply the rising and falling intonation to Wh- and Yes/no questions accordingly
4. Voice over the question sentences in a movie clip.

Lesson Background：

Though intonation is essential in English language, few of my primary students pay attention to it. To address this issue I designed this double lesson. It focuses on teaching P5 students the appropriate intonation patterns of Wh-Questions and Yes-No Questions via a corpus-aided PPPPP approach including Presentation, Problem Identification, Problem Solving, Practice and

Production stages.

During this lesson, a task-based teaching method will be also included. At Presentation stage, the teacher will create a scenario for students that they will attend a voice casting to apply for a position of a voice actor/actress. At Problem Identification stage, teacher will check students' understanding of the appropriate intonation patterns of Wh-Questions and Yes-No Questions and showcases the visual and audio presentation of different sound tracks from an animation movie clips. Students' awareness of the intonation patterns will be raise in this stage. At Problem Solving stages, students will be guided to conductively sum up the appropriate patterns of the target intonation. Authentic corpus data will be used to help students realize the commonness of intonation misunderstanding among themselves and then do the self-correction. At Practice stage, Focus-on-Forms (FonFS) and Focus-on Form (FonF) practices will be applied, including read aloud in groups and voice over the the movie clip. At Production stage, students will voice over the rest lines in the movie clip and evaluate each other's performance then select the winning group to 'get the job'.

Before the lesson student will be asked to watch a flipped video to cater for their learner diversity. After the lesson, students are asked to create some more lines including Wh- and Yes/no questions for the movie clip and record their voice.

Organization of Lesson：

Time Allocation	Teaching Steps	Purpose	Teaching Strategies	Materials
Before lesson	**T guides Ss to self-study a video of intonation on Edpuzzle**	• To raise Ss' interest from a game-like video • To help Ss to have a brief concept of the intonation	Flipped classroom	1. Edpuzzle
5 mins **Presentation**	**1. Lead-in** a. T asks Ss what a voice actor/actress do to recap Ss' previous knowledge of the job of a voice actor/actress mentioned in their text book **2. Scenario set-up** b. T introduces the scenario and task of this lesson: a) Director Zis looking for some voice actors/actresses because those in hismovie 'Wacky Vacation' are sick. b) Ss need to complete the training and tests then	• To lead Ss connect their previous knowledge and a real situation • To extend a new concept from their previous knowledge • To arouse Ss' interest • To contextualize the target linguistic items • To set up a	Teacher-student interaction Peer interaction	1. e-textbook 2. PPT

	voice-over two scenes in Director Z's movieto help him. **3. Explicit presentation** c. T explicitly presents the concept of question types and intonations	task-based learning for Ss • To use audio and visual presentation to draw Ss attention to the intonation		
10 mins Problem -identific ation Test 1	**Identify Ss' language gap** d. T hands out the worksheet to Ss. e. T show the instruction of Test 1. f. Following the instruction, Ss circle the question type and intonation of each lines in Scene1on their worksheet after they listen to the recordings. g. T guides to Ss check their answers by observing the wave graphs themselves. h. T walks around to check Ss' operation and understanding	• To raise Ss' awareness of the ending intonation in Wh- and Yes/no question • To check Ss' understanding of rising and falling tone • To use audio and visual presentation to draw Ss attention to the intonation	Peer interaction Teacher-stu dent interaction	1. PPT 2. Works heet (Activi ty 1) 3. Praat 4. Voice- overed animat ion
10 mins Problem -solving- 1 Test 1-Summ ary	**Guide Ss to summarize the appropriate intonation of Wh and Yes/no questions** a. Ss discuss the relationship between question types and intonation in groups b. Ss share the group opinions c. T helps Ss figure out the intonation patterns of question types by further focusing on the visualize analysis of the original sound track	• To develop Ss' ability of inductive self-discovery • To raise students' consciousness on the intonation of questions	Peer interaction Teacher-stu dent interaction Heterogene ous grouping	1. Praat 2. Works heet (Activi ty 2)
5 mins Problem -solving- 2	**T uses authentic recordings from The Spoken English Corpus to raise Ss' awareness of their possible mistakes about intonation** a. T plays two sound tracks of Wh- and Yes/no questions spoken by the native speakers and shows the images of their speech analysis b. T plays another two sound tracks of Wh- and Yes/no questions spoken by a local speaker (speaker HK07 in The Spoken English Corpus) who share the similar linguistic background with them and shows the images of their speech analysis c. T guides Ss to compare the audio and visual	• To help Ss realize the commonness of intonation misunderstandi ng among their peers	Peer interaction Teacher-stu dent interaction	1. The Spok en Engli sh Corp us 2. Praat 3. Work sheet (Acti vity 3)

	presentation of native and local speeches to emphasize the intonation mistakes Ss may make in Wh- and Yes/no questions.			
5 mins Problem -solving-3	**T uses another authentic recording from The Spoken English Corpus to reinforce Ss' understanding** a. T plays another local sound track (speaker HK09 in The Spoken English Corpus) from The Spoken English Corpus b. Ss mark the intonation, identify and correct the errors c. Ss share their opinions in pairs; T walks around to check Ss' understanding d. T checks the answer with the whole class	• To ensure Ss are able to define the rising tone and falling tone • To ensure Ss are able to understand relationship between question types and intonation	Teacher-student interaction Peer interaction	1. The Spoken English Corpus 2. Worksheet (Activity 4)
	Break			
10 mins Practice	**1. Ss practice to voice over the lines in Scene 2 in groups** a. Ss discuss the question type and the appropriate intonation of the question sentences in Scene 2 within groups b. Ss can have a look at the wave graphs and listen to the sample recording to check their answers c. Ss take turns to read the lines and others determine whether it is correct. If not, other Ss need to correct him/her **2. T invites some Ss to voice-over the question sentences in Scene 2** a. T goes through the lines in Scene 2 then invites some students to voice-over the lines b. Other Ss give their comments on their peers' recordings c. T leads Ss read those lines aloud together	• To provide Ss opportunities to use the intonation through interesting activities • ・To further develop Ss' ability to do the self-correction • To give Ss confidence via peer correction before dubbing in front of class • To build Ss linguistic confidence by listening to other Ss	Teacher-student interaction Peer interaction Semi-control	1.PPT 2.Worksheet (Activity 5) 3. Praat 4.Voice-overed animation
10 mins Product ion 1	**1. Ss practice to voice over the lines in Scene 3 by themselves** a. Ss define the question type and intonation by themselves. b. Ss can have a look at the wave graph and listen	• To help narrow their language gap from appropriate intonation	Teacher-student interaction Peer interaction	1. Praat 2.Worksheet (Activity 6)

	to the sample recording to check their answers c. d. Ss voice over the lines by themselves d. T walks around and records some of their voice and analyze it via Praat e. T shows the wave graphs of Ss' recordings to the class f. Ss compare the wave graphs of the sample recording and theirs to realize if their intonation is appropriate or not **2. T invites some Ss to voice-over the question sentences in Scene 3** a. T goes through the lines in Scene 3then invites some students to voice-over the lines b. Other Ss give their comments on their peers' recordings c. T leads Ss read those lines aloud together	• To guide Ss to do the self-correction or self-improvement		3.Voice-overed animation
10 mins Production-2	**T invites some Ss to voice-over all the question sentences in the animation** a. T plays movie 'Wacky Vacation' and Ss voice-over all scenes.	• To help Ss finish the task of this lesson • To confirm if Ss have understood the target language items	Control-free production	
5 mins	**Conclusion** b. T gives Ss some feedback of their posters and correct some mistakes they made, e.g. tenses of the verbs c. Review the intonation patterns d. Invite students to find more on the spoken corpus if they are interested e. T asks Ss to finish the evaluation	• To reinforce Ss' understanding of rising and falling tone in Wh- and Yes/no questions • To correct Ss' mistake • To get the feedback from Ss		
After lesson	**Homework:** a. Ss create both Wh-and Yes/no questions for the movie clip, voice-over and record their own lines then reflect their own recordings at home.	• To lead Ss utilize what they learnt in the class into their real situation	Control-free production Self-directed learning	Worksheet (Activity 7)

Intonation of Wh-questions and Yes/no questions
Worksheet

## 1. Listen to the sound tracks and circle the correct answers.

	Question Type	Rising or Falling?
eg. Where are we now?	(Wh-) Yes/no	↗ (↘)
1. Are you ready?	Wh- Yes/no	↗ ↘
2. Where's grandma?	Wh- Yes/no	↗ ↘
3. Where's she going?	Wh- Yes/no	↗ ↘
4. Is she on the airplane?	Wh- Yes/no	↗ ↘

2. Observe the ending tone in the speech analysis images below. Then check your answer above and discover the intonation pattern by yourselves!

**The intonation pattern (circle the correct one)**

Wh-Questions: The ending tone is going (up / down).

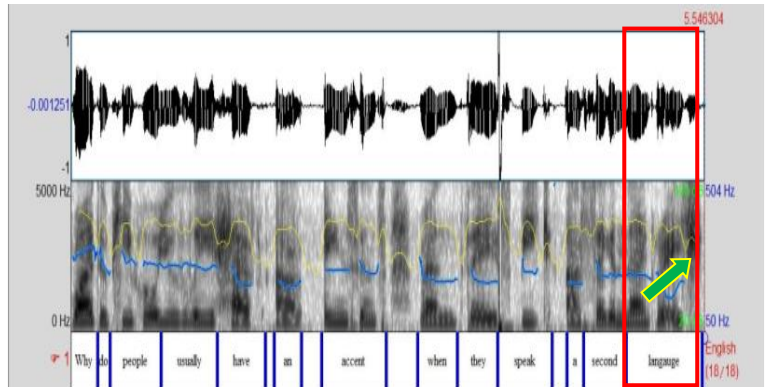Yes-No Questions: The ending tone is going (up / down).
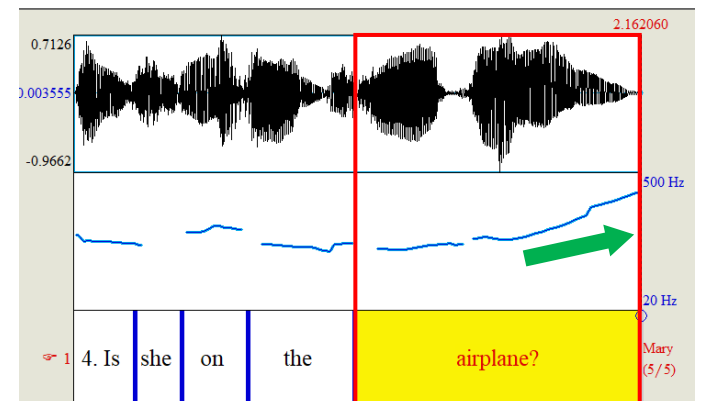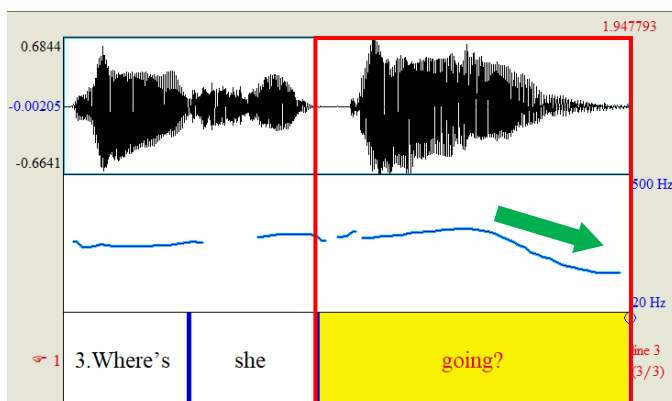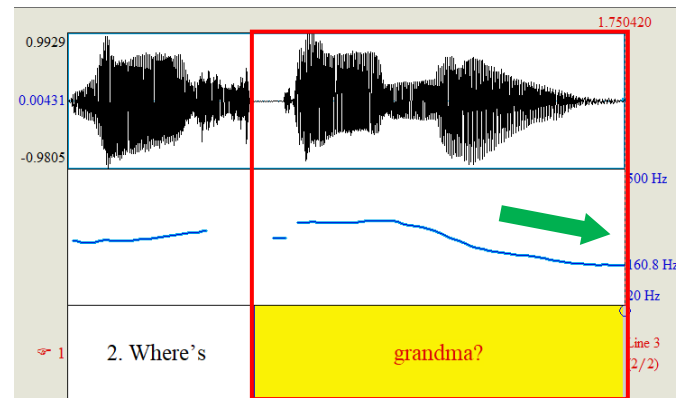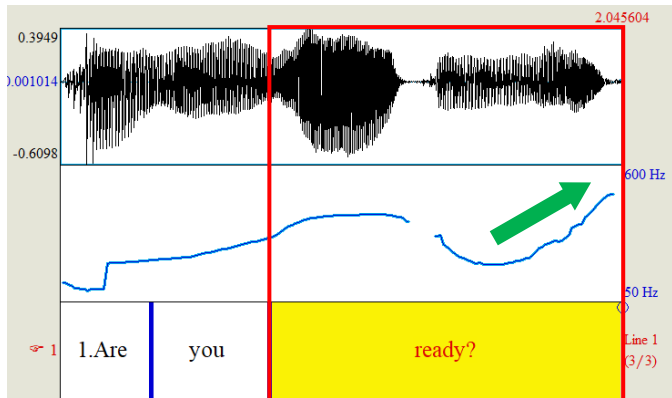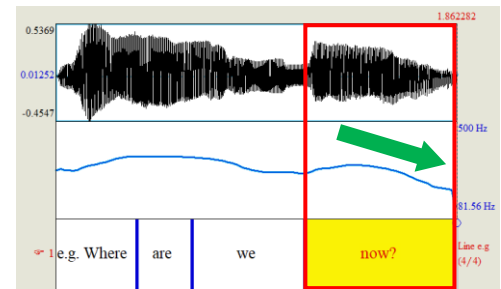
3. Listen, watch and compare the ending tone in the sound tracks from native and local speakers.
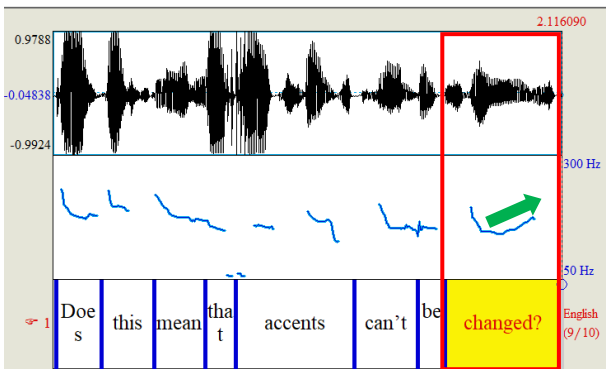
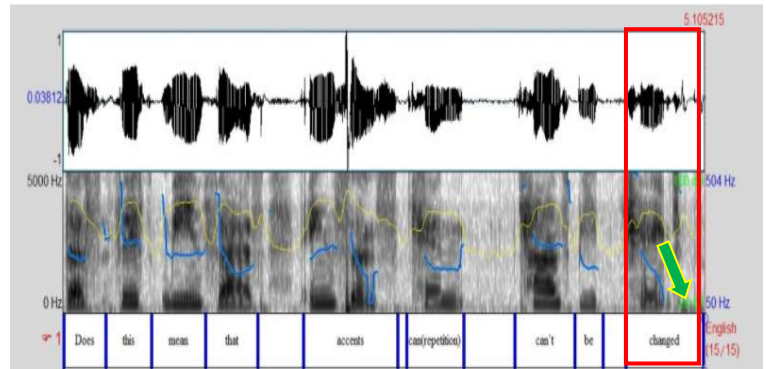|	Question Type	Native British Speaker	Speaker: HK07
Q1. Why do people usually have an accent when they speak a second language?	(Wh-) Yes/no	↗ (↘)	↗ ↘
Q2. Does this mean that accents can't be changed?	Wh- Yes/no	↗ ↘	↗ ↘
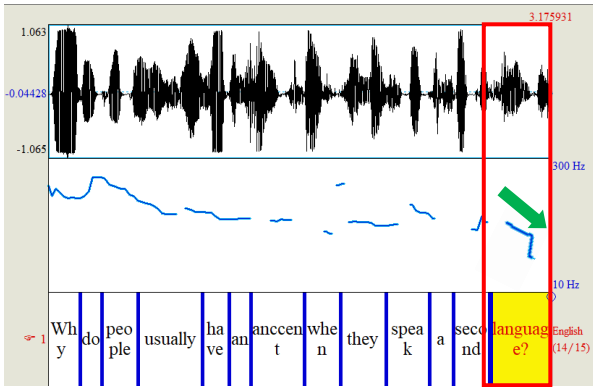
Native British Speaker Q1
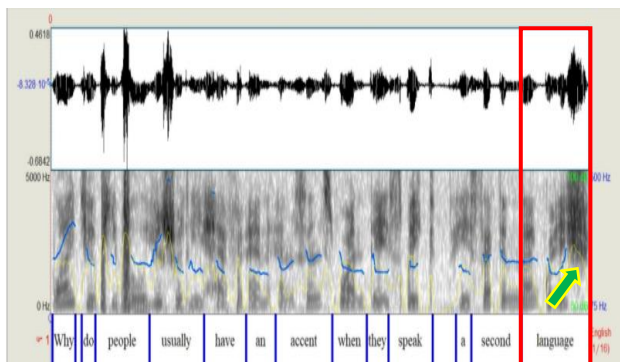

Speaker: HK07 Q1
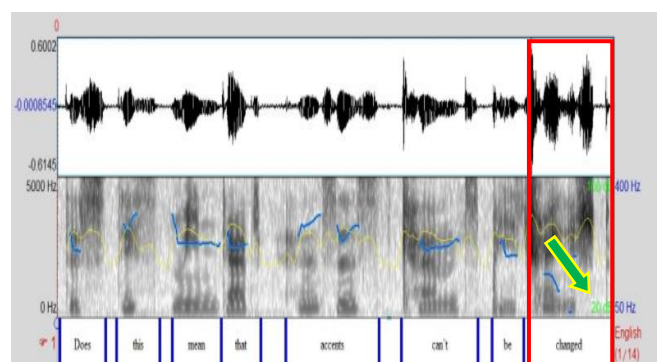

Native British Speaker Q2

Speaker: HK07 Q2

4. According to the pattern you found, is Speaker: HK09 using the appropriate intonation?

Speaker: HK09	Rising or Falling?	Right or Wrong?
1. Why do people usually have an accent when they speak a second language?	↗ ↘	√ X
2. Does this mean that accents can't be changed?	↗ ↘	√ X

Speaker: HK09 Q1

Speaker: HK09 Q2

5. Define the question type and the intonation then voice over the question sentences in Scene 2 in groups.

	Question Type		**Rising or Falling?**	
5.How can we get her?	Wh-	Yes/no	↗	↘
Drive the car!				
6.What is happening?	Wh-	Yes/no	↗	↘
Hello.				
7.Can you hear us?	Wh-	Yes/no	↗	↘
Let me do it.				
Oh no, father's on the plane.				

6. Define the question type and the intonation then voice over the question sentences in Scene 3 by yourselves.

8. What can we do now?	Wh-	Yes/no	↗	↘
Let's be the pilot!				
Not again!				
9. What is going on?!	Wh-	Yes/no	↗	↘
Oh no!				
10. Did you see an airplane?	Wh-	Yes/no	↗	↘
11. Where is grandma?	Wh-	Yes/no	↗	↘
We got you.				
Grandma!				
12. Are you here all the time?	Wh-	Yes/no	↗	↘
Oh, no our plane!				

7. Homework: create two new Wh- and Yes/no questions for this movie clip. Voice over the lines you wrote.

Evaluation

Please rate the following statement (mark '1' for strongly disagree and '9' for strongly agree.

	Strongly agree
I enjoyed today's English class.	
After this lesson, I can pronounce correctly the intonation of Wh-Questions.	
After this lesson, I can pronounce correctly the intonation of Yes-No Questions.	
I think my English intonation is better	
I want to improve my oral English more.	
I think the recordings from the corpus are very helpful.	

Thank you for your feedback!

~The End~

Lots of activities are designed. Not sure whether all the activities can be completed. It would be nice if activity 6 may involve pair work/reading.