

The intonation of English Questions - Rising or Falling? (1)

Class Design:

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Rationale

According to The Education Examinations Authority of Guangdong Province, 20% of the marks will go for the pronunciation in the Computer-based English Listening and Speaking Test (CELST). Though it seems not a big amount, 1 or 2 points can be a significant difference for the Gaokao candidates. Therefore, we would like to decide a series of lessons to improve the pronunciation of those students, especially the suprasegmental which is more abstract.

This double lesson, which serves as the first part of proposed series of lessons, focuses on teaching F4 students the appropriate intonation patterns of the three question types (Wh-Questions, Yes-No Questions and Tag Questions) via a corpus-aided PPP approach including Focus-on-Forms (FonFS) and Focus-on Form (FonF) practices. In order to align with the Part A (read aloud) and Part B (role play) sessions in CELST, an interesting film clip, “Despicable Me” (https://www.bilibili.com/video/av57467215/?spm_id_from=333.788.videocard.1) including three question types (Wh-Questions, Yes-No Questions and Tag Questions), is also incorporated as lead-in and production activity. Additionally, this double lesson will be followed by a lesson focusing on the appropriate intonation patterns of Alternative Questions as well as the further explanation of tones used in Tag-Question to express the interpersonal meanings.

During this lesson, we will fully utilize the authentic recordings containing inappropriate intonation which are available on “Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong” developed by Dr. Chen, Hsueh Chu, Rebecca and her research team in the Education University of Hong Kong (http://phonetics2.eduhk.hk/#/passage_one?id=2&feature=5). Students will be highly motivated to learn the intonation patterns and develop their problem-solving ability through corpus-based “data-driven learning” inductively.

At the “Present” stage, the teacher plays corpus recording data with inappropriate intonation of three question types while students mark the intonation to test students’ prior knowledge.

At the “Problem-solving” stage, students are asked to detect the errors by comparing the intonation of ‘Speaker: ML03’ with that of a native speaker. After that, students read after the recordings of the native speaker and the teacher to acquire the initial sense of appropriate intonation and summarize the intonation in groups. With the help of the teacher’s guidance and scaffolding, they are expected to analyze and conclude the intonation patterns through inductive discovery by themselves.

At the “Practice” stage, students need to write down the intonation of questions in the film then figure out if any inappropriate intonation happened in their classmates’ previous recordings. After couple times of listen-and-repeat drills, students will be divided into groups to discuss all the film lines and personalities of the characters.

At the “Production” stage, they are asked to dub the film clipping “Despicable Me” in a group of four. Two of the groups would be invited after the transcript materials and sufficient preparation time are provided. In order to align with the CELST, they will be asked to create 4 questions, one for each question type and one more for Tag-question, based on the personalities of the character they chose then take turns to ask each other and do the role play in front of others.

Lesson plan

The intonation of English Questions - Rising or Falling? (1)

Class: Senior Secondary Students/ F4

Lesson Topic: Intonation of Three Question Types

Duration: 90 mins (double lesson)

Learning objectives:

After 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. Read the three types of English questions with the correct intonation
4. Ask the three types of English questions with the appropriate intonation

Prior Knowledge:

1. Four English question types
2. Basic knowledge of rising and falling tone

Materials:

1. Worksheet 1 of the lead-in activity
2. Worksheet 2 of the inductive discovery activity
3. Worksheet 3 of the film dubbing activity
4. Authentic recordings (Speaker: ML03, Speaker: ML22, Native speaker) from the corpus http://phonetics2.eduhk.hk/#/passage_one?id=16&feature=5 & http://phonetics2.eduhk.hk/#/passage_one?id=82&feature=5).
5. The film clip of "Despicable Me" (https://www.bilibili.com/video/av57467215/?spm_id_from=333.788.videocard.1).
6. Computer and internet (if Ss' computers are not available, T can use screenshots to demonstrate as an alternative)
7. Recording pen

Procedures:

Time	Tasks/ Activities	Objectives	Materials
2 min	Greeting: Greet Ss with 3 question types	<ul style="list-style-type: none"> ● Activate the classroom atmosphere ● Draw Ss' attention to the question types 	
8 mins	Lead-in: Review question types <ol style="list-style-type: none"> 1. Ss watch the video clip of "Despicable Me" 2. Ss categorize the question types by themselves and discuss in pairs 3. Ss take turns to read the questions and give their answers 4. T uses recording pen to record Ss' answers while Ss are reading the questions 	<ul style="list-style-type: none"> ● Arouse Ss' interest via visual images ● Check/ Review their previous knowledge about the question types 	<ul style="list-style-type: none"> ● Worksheet 1 ● Video clip
10 mins	Present: Tones <ol style="list-style-type: none"> 1. T plays the recording of 'Speaker: ML03' from the corpus 2. Ss mark the intonation in the recording individually 3. T checks the answers with the whole class to explicate the rising and falling tone 4. Ss discuss if the speakers used the correct intonation in groups 5. T points out 'Speaker: ML03' is using inappropriate intonation in Wh- and Tag-questions 6. T introduces <i>Spoken English Corpus</i> to Ss and points out the percentage of mainland speakers having inappropriate intonation problems 	<ul style="list-style-type: none"> ● Ensure Ss are able to define the rising tone and falling tone ● Raise students' consciousness on the intonation of questions ● Make Ss realize the commonness of intonation misunderstanding among their peers 	<ul style="list-style-type: none"> ● Corpus data of inappropriate intonation (http://phonetics2.eduhk.hk/#/search) ● Worksheet 2
10 mins	Problem-solving: Error detection <ol style="list-style-type: none"> 1. T plays the native speakers' recordings from the corpus data 2. Ss mark the intonation and compare the intonation of 'Speaker: ML03' with that of a native speaker 3. Ss discuss in groups and share their findings 4. T shows and explains the curves in corpus to reveal Ss the mistakes 	<ul style="list-style-type: none"> ● Draw Ss' further attention to intonation errors by comparison between the learner's and native speaker's recordings ● Train Ss' listening skills ● Clarify the difference between the rising tone and falling tone 	<ul style="list-style-type: none"> ● Authentic recordings (Speaker: ML03) ● Worksheet 2
10 mins	Problem-solving: Error correction <ol style="list-style-type: none"> 1. Ss follow teacher's step to access to <i>Spoken English Corpus</i> 2. Ss read after the recording of native speaker individually 3. T walks around and assists Ss with intonation 4. T leads students to do the listen-and-repeat drills question by question together 5. Ss practice the three questions and do peer correction in pairs 6. Ss take turns to read the questions in front of the class while others check if there is 	<ul style="list-style-type: none"> ● Introduce Ss to <i>Spoken English Corpus</i> ● Motivate Ss through pair work and class work ● Ensure Ss acquire the initial sense of appropriate intonation 	<ul style="list-style-type: none"> ● Worksheet 2

	any intonation error		
5 mins	Problem-solving: Pattern summary <ol style="list-style-type: none"> Ss discuss the relationship between question types and intonation in groups Ss share the group opinions T helps Ss figure out the intonation patterns of question types T elicits the tones of the Tag-Questions will be different in expressing different interpersonal meaning. (A question tag said with falling intonation ↘ means 'I know what I am saying is correct'. A question tag said with rising intonation ↗ means 'I'm not sure if this is true, please answer'.) 	<ul style="list-style-type: none"> Develop Ss' ability of inductive self-discovery Ensure Ss understand the relationship between the intonation and its interpersonal meaning 	<ul style="list-style-type: none"> Worksheet 2
Break			
5 mins	Problem-solving: Checking/ reviewing understanding <ol style="list-style-type: none"> Ss are asked to access to <i>Spoken English Corpus</i> and listen to the recording of 'Speaker: ML22' Ss mark the intonation, identify and correct the errors Ss share their opinions in pairs; T walks around to check Ss' understanding T checks the answer with the whole class T leads Ss read those 3 questions aloud together and read the Tag-Questions with 2 tones. 	<ul style="list-style-type: none"> Get Ss familiar with the 'search' and 'browse' function of <i>Spoken English Corpus</i> Ensure Ss can identify the inappropriate intonation Ensure Ss can apply intonation pattern to new situations 	<ul style="list-style-type: none"> Worksheet 2 Authentic recordings (Speaker: ML22)
15 mins	Practice 1: <ol style="list-style-type: none"> T draws Ss' attention back to the previous film clip lines Individually, Ss mark the question types of all 8 questions and decide their tones As groups, Ss share and check their answers T plays the question recordings in film one by one and checks the answers with the whole class Ss read after T question by question (Tag-Question with 2 tones) Ss read the questions aloud together (Tag-Question with 2 tones) In pairs, Ss read the questions and do the peer checking 	<ul style="list-style-type: none"> Make preparation for the following film dubbing activity Ensure Ss have a deeper understanding of their own inappropriate intonation Ensure Ss master the correct intonation patterns of questions 	<ul style="list-style-type: none"> Worksheet 3
	Practice 2: <ol style="list-style-type: none"> T plays the previous recordings of Ss reading the first question from 'Lead-in' session Ss listen then define and correct if any mistakes from their classmates. T plays the rest of the recordings one by one and Ss do the same practice T play the recording of 8 question lines in the movie one by one Ss repeat the questions after the recording Ss read all 8 sentences aloud as a whole class 		

10 mins	<p>Production 1 (Film dubbing):</p> <ol style="list-style-type: none"> 1. Ss practice 8 questions in the movies in group of 4 2. Ss take turns to read those 8 questions and others determine whether it is correct. If not, other Ss need to correct he/she 3. T plays the film clip again and discuss the personalities of the character 4. In groups of 4, Ss practice all the lines 5. Two groups are invited to do the role play and the film dubbing 	<ul style="list-style-type: none"> ● Give Ss confidence via peer correction before dubbing in front of class ● Provide Ss opportunities to use the intonation through interesting activities ● Ensure Ss have a further understanding of how interpersonal meaning is conveyed through intonation 	<ul style="list-style-type: none"> ● Worksheet 3 ● Video clip
10 mins	<p>Production 2 (Questions creating):</p> <ol style="list-style-type: none"> 1. Base certain scenarios given, Ss are asked to create 4 questions, one for each question type and one more for Tag-question, based on the personalities of the character they chose 2. Ss ask another Ss in their group the questions while the others listen if any mistakes and answer the questions to make a complete conversation within groups 3. Another two groups are invited to show their conversation 	<ul style="list-style-type: none"> ● Align with CELST, from read-aloud to create their own questions ● Reinforce the intonation patterns ● Encourage Ss to use the appropriate intonation in the exam and daily life 	<ul style="list-style-type: none"> ● Worksheet 4
5 mins	<p>Quick Overview and Hands-on Browse function teaching (time permitted)</p> <ol style="list-style-type: none"> 1. Review the intonation patterns 2. Invite students to find more on the spoken corpus if they are interested 3. T shows Ss how to find out a speaker with specific backgrounds 4. Ask Ss to finish the evaluation 	<ul style="list-style-type: none"> ● Check Ss' understanding ● Promote learner autonomy ● Develop Ss' interest in English ● Get some feedback from Ss ● Introduce Ss more functions of spoken corpus 	<ul style="list-style-type: none"> ● Corpus homepage (http://phonetics2.eduhk.hk/#/home)
After Class	<p>Homework:</p> <ol style="list-style-type: none"> 1. Use the search function, listen to the recording of the native speakers to find out the pattern of the Alternative Questions. (which will be elaborated in the next lesson) 2. Use the browse function to find out how many Mandarin speakers born in Beijing are there in the corpus data? 3. Use the search function again, find out what question types do they make mistake with? What are the mistakes? 	<ul style="list-style-type: none"> ● Encourage Ss to use the corpus after class ● Check their understanding 	<ul style="list-style-type: none"> ● Worksheet 4

The intonation of English Questions - Rising or Falling?

Worksheet 1

There are eight questions in the film clip from *Despicable Me*.

Please identify the question types (Wh-Questions, Yes-No Questions and Tag Questions).

1. 我们不在的时候 有人来领养我们吗?
Anybody come to adopt us while we were out?

2. Edith! 你把什么放我桌上了?
Edith! What did you put on my desk?

3. 你这样可别想有人来领养 Edith 知道吗?
You're never gonna get adopted, Edith. You know that, don't you?

4&5. 那么 指标完成得怎么样啊? 姑娘们
So, how did it go, girls? Did we meet our quotas?

5. 你还觉得今天卖得不错吗?
Do you still think it's a great sale day?





6. 我想你们还能做得好些 是不是啊?
I think we can do a little better than that, don't you?

7. 你们都不想在周末关小黑屋吧? 不想
We wouldn't want to spend the weekend in the Box of Shame, would we? No.

	Question Type
1. (Did) anybody come to adopt us while we were out?	
2. You know that, don't you?	
3. Did we meet our quotas?	
4. I think we can do a little better than that, don't you?	
5. What did you put on my desk?	
6. So how did it go?	
7. Do you still think it's a great sale day?	
8. We wouldn't want to spend the weekend in the Box of Shame, would we?	

**The intonation of English Questions - Rising or Falling?
Worksheet 2**

1. How do they read the following three questions? Mark  for Rising or  for Falling ?

Questions in the recordings	Speaker: ML03	Native Speaker	Question Type
	Rising or Falling?  	Rising or Falling?  	
1. Why do people usually have an accent when they speak a second language?			
2. Does this mean that accents can't be changed?			
3. But old habits won't change without a lot of hard work, will they?			



Let's discover the intonation pattern by yourselves!

Wh-Questions: _____





Yes-No Questions: _____

Tag Questions: _____ ; _____

2. Access to the Spoken English Corpus yourself and listen to recording Speaker: ML22

1) mark the intonation of the following questions

2) According to the pattern you found, is Speaker: ML22 using the appropriate intonation? If not, please correct it.

Speaker: ML22	Rising or Falling?  	Right or Wrong?  
1. Why do people usually have an accent when they speak a second language?		
2. Does this mean that accents can't be changed?		
3. But old habits won't change without a lot of hard work, will they?		

The intonation of English Questions - Rising or Falling?

Worksheet 3

Activity: Film Dubbing

Characters

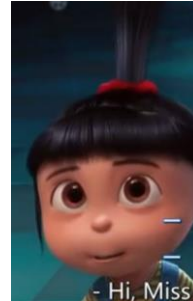
Margo (The tallest girl): A



Edith (The girl in pink): B



Agnes (The little girl): C



Miss Hattie: D



Word bank

adopt /əˈdɒpt/	to legally take another person's child into your own family and take care of him or her as your own child
quota /ˈkwɒtə/	a fixed, limited amount or number that is officially allowed
watch over	to protect someone and make certain that they are safe
crawl /krɔːl/	to move slowly or with difficulty, especially with your body stretched out along the ground or on hands and knees
unicorn /ˈjuːnɪkɔːn/	an imaginary white creature like a horse with a single horn growing from the front of its head

	<u>Character</u>	<u>Dialogue</u> (mark the question types and their intonation)	Qs types	Intonation
1	A, B, C:	Hi, Miss Hattie. We're back.		
2	D:	Hello, girls.		
3	C:	Anybody come to adopt us while we were out?		
4	D:	Let me think. No! Edith! What did you put on my desk?		
5	B:	A mud pie.		
6	D:	Oh. You're never gonna get adopted , Edith. You know that, don't you?		
7	B:	Yeah, I know.		
8	D:	Good. So how did it go, girls?		
9		Did we meet our quotas ?		
10	A:	Sort of. We sold 43 mini-mints, 30 choco-swirlies, and 18 coco-nutties.		
11	D:	Okay. Well, you say that like it's a great sale day. Look at my face!		
12		Do you still think it's a great sale day?		
13		18 coco-nutties.		
14		I think we can do a little better than that, don't you?		
15		Yeah. We wouldn't want to spend the weekend in the Box of Shame, would we?		
16		No.		
17	A,B,C:	No, Miss Hattie.		
18	D:	Okay, good. Off you go. Go clean something of mine.		
19	A,B,C:	Hi, Penny.		
20	Penny (teacher):	Hi, guys.		

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Worksheet 4

The golden week is coming.

Imagine you are one of them ,you need to discuss with others about the holiday plan of these 3 little girls

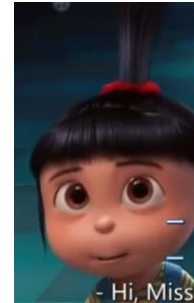
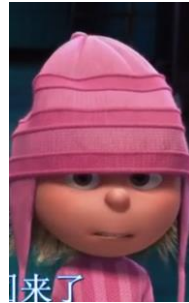
1. I am (Tick the character you are):

Margo (The tallest girl): A

Edith (The girl in pink): B

Agnes (The little girl): C

Miss Hattie: D



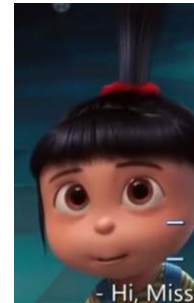
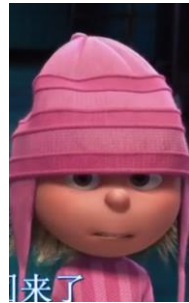
2. I would like to ask (Tick the character you would like to ask questions)

Margo (The tallest girl): A

Edith (The girl in pink): B

Agnes (The little girl): C

Miss Hattie: D



Eg.
What about Ocean Park?
No, I have already been there last year.
Shall we visit Disneyland? We all love Mickey Mouse, don't we?
We do love Mickey, but doing some exercise like hiking is more meaningful, isn't it?

Wh-Questions: _____

Yes-No Questions: _____

Tag Questions: _____

-----END-----

Evaluation

Please tick the answer to the following questions.

	Strongly agree	Agree	Disagree	Strongly disagree
I enjoyed today's English class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After this lesson, I can pronounce correctly the intonation of Wh-Questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After this lesson, I can pronounce correctly the intonation of Yes-No Questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After this lesson, I can pronounce correctly the intonation of Tag Questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After this lesson, I can pronounce correctly the intonation of Alternative Questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think my English intonation is better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to improve my oral English more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the recordings from the corpus are very helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will explore more on the corpus that the teacher has introduced to us.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is there anything else you want to say to me?				

Thank you for your feedback!

