S5 Lesson Plan and Learning Guide
Understanding the tone of the passage

Fanling Kau Yan College
S5 English Language 2018-2019

Unit 8 The information superhighway
Section 9 - Reading

Open Class: 1st November, 2018

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Lesson Plan

Date: Thursday, 1ˢᵗ November, 2018
Topic: Reading – Understanding the tone of the passage

Duration: 50 minutes

Prior knowledge:
1. Students have learnt vocabulary items related to information technology.
2. Students have learnt how to infer the tone and attitude of the writer (positive, negative or neutral) by looking at the meaning of the keywords.

Lesson Objectives:

Knowledge:	To understand how **the writer's choices of words affect the tone** of the passage
Skill:	(Reading) To infer the **tone and attitude of the writer** by looking at **the writer's choice of words** and **the context**
Attitude:	To **be sensitive towards how our choice of words may affect the meaning**

Time	Activity	Description
3 mins	Read aloud & Lead-in	• Students read aloud P.40 of their textbook. • Teacher goes through the lesson objectives, situation and tasks with students. • Teacher goes through the situation with the students and introduces the eight types of writer's tone which the lesson covers.
17 mins	Part 3: Self-regulated learning)	**Task 1: Understand how the writer 's choices of words affect the tone** • Teacher asks students to share their answers of Task 1 in groups • Teacher elicits answers from students and checks if there are different opinions towards the answers. • Teacher shows 2 PPT slides describing scenarios in which the speakers' tones are different even though the same word (adjective) is used. • Teacher raises students' awareness towards how the context may also affect the writer's tone. **Task 2: Learning about different kinds of tone** • Teacher asks students to share their answers of Task 2 in groups

		• Teacher goes through the answers with students together. **Challenging Question** *Anticipated Difficult Point: Students may find it hard to differentiate between ironic and sarcastic tones* • Teacher shows some scenarios created by students on Google Form, which is a preparation task they have done before the lesson. • Teacher allows students to discuss among their group mates to work out if the scenarios are ironic or sarcastic and elicits free answers from students. • Teacher asks the writers of the scenarios to disclose the answers. • Teacher plays a video clip extracted from a soup opera and pauses at particular time and ask students if the speaker is being ironic or sarcastic. • Teacher allows students to discuss among their group mates freely to enhance peer interaction and elicits free answers from students. **Task 3: Self-evaluation** • Teacher checks students' understanding of the different kinds of tone and how the word choices affect the writer's tone by using "Fist-to Four". • Teacher pays attention to students who have given a lower rating in order to offer help in subsequent tasks.
25 mins	Part 4: Let's find out more!	**Task: Identify the tone of a text** *Situation: Your teacher has introduced a website which is a platform for netizens to have debates over different kinds of topics. He/She has asked you to read the debate entry over the topic "Is the Internet a blessing to mankind?".* • Before asking students to share their answers, teacher demonstrates how the sharing of answers should be done by using the first Internet post as an example. • Students share their answers to a designated question in their groups. • Groups put their answers on an A3 poster and members take up different roles: ➢ **T**: Proofread and rehearse for the presentation

		➢ **E**: Underline the keywords on the A3 paper
		➢ **A**: Write down the tone of the writer
		➢ **M**: Proofread and rehearse for the presentation
		Displaying of group work: Two stay two stray
		• Students T and M go to a designated group to give a presentation of the group's answers and receive the group's comments.
		• Students A and E stay in the home group to listen to another group's sharing and give feedback on their answers.
		• Students T and M go to another group, repeat the presentation procedure and receive comments from Students E and A.
		• Students T and M goes back to their home group and share the comments they have received from the other groups.
		• Groups discuss if they have to make changes on their answers.
		• Teacher invites groups to share their final answers.
5 mins	Evaluation and Reflection	• Teacher elicit from students what they have learnt in this lesson. • Teacher shows a short text on the PPT and ask students to answer a Multiple-choice question about the writer's tone. • Teacher asks students to finish the reflection questions in their learning guide and a Reading exercise related to writer's tone *[Exercise B1 on P. 41 of Unit 8 of Oxford Advanced Exam Skills Paper 1 (Reading)].*

Section 9: Reading – Understanding the tone of the passage

1. Learning objectives:

Knowledge: To understand how **the writer's choices of words affect the tone** of the passage

Skill: (Reading) To infer the **tone and attitude of the writer** by looking at **the writer's choices of words** and **the context**

Attitude: To **be sensitive towards how our choices of words may affect the meaning**

2. Situation:

You are doing a research on whether people think the Internet is a blessing or a curse by reading some comments. Your teacher has asked you to read some comments on a website to find out more about it. However, you find it difficult to determine the attitude of the writers. Your teacher has given you a list of words to teach you how the writer's choices of words affect the tone of a passage.

3. Self-regulated learning:

Task 1: Understand how the writer's choices of words affect the tone

✓ **Knowledge:** To understand how **the writer's choices of words affect the tone** of the passage

In a text, how the writer chooses the words he/she uses affects the tone of the passage, and the tone implies his/her attitude towards the theme or topic. Tones could be *positive, negative, serious, sarcastic, ironic*, etc.

To start with the easier ones, let's look at the list of words below. Compare each group of words below and decide whether the words carry a **positive (+)**, **neutral (0)** or **negative (-)** tone.

e.g.	*slender (+)*	*skinny (-)*	*thin (0)*
1)	nosy ( )	interested ( )	curious ( )
2)	different ( )	unique ( )	peculiar ( )
3)	experienced ( )	outdated ( )	old ( )
4)	group ( )	team ( )	clique ( )
5)	enter ( )	invade ( )	access ( )
6)	inexpensive ( )	bargaining ( )	cheap ( )
7)	strong-minded ( )	stubborn ( )	determined ( )
8)	overweight ( )	obese ( )	chubby ( )

Task 2: Learning about different kinds of tone
- ✓ **Skill:** (Reading) To infer the **tone and attitude of the writer** by looking at **the writer's choices of words** and **the context**
- ✓ **Attitude:** To **be sensitive towards how our choices of words may affect the meaning**

Apart from positive and negative tones, some writers may choose to use a **cautionary, ironic, or sarcastic tone** to achieve certain purpose(s) of the text.

Hint box: Refer to p. 40 of Unit 8 of Oxford Advanced Exam Skills Paper 1 (Reading)!

Step 1:   Highlight the keywords in the speech bubble (e.g. adjectives or words that may carry a positive, negative or neutral tone)
Step 2:   Decide whether the words are positive, negative or neutral
Step 3:   Choose the appropriate tone for the answer

➢ Study the speech bubbles in the comic strips below and find out the purpose of each tone.

Scenario 1:

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The Internet has revolutionized our lives in many ways. It can be used to find fabulous new friends from all over the world from all over the world. It's so cool that we can become buddies with people we would never meet in real life.

Scenario 2:

The book says, "The quality of people's lives has been greatly improved since 1900s…"

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Scenario 3:

Lockers are a safe place for us to put our valuables, but if used carelessly, they can also be susceptible to thieves.   We must be alert at all times!

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Scenario 4:

Good morning, we is group 6.

Me is a boy.   Me very loves English!

Wow! Your English is really wonderful!

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Connect the tone with its corresponding speech and purpose.

Speech	Tone	Purpose
Scenario 1: *…It's so cool that we can become buddies with people we would never meet in real life.*	**Ironic**	To say the opposite of what you really mean in order to mock (make fun of) somebody
Scenario 2: *The book says, "The quality of people's lives has been greatly improved since 1900s…"*	**Cautionary**	To state the benefits of something
Scenario 3: *Lockers are a safe place for us to put our valuables, but if used carelessly, they can also be susceptible to thieves. We must be alert at all times!*	**Positive**	To create a funny tone by emphasizing the gap/ difference between what is expected and what actually happens
Scenario 4: *Wow! Your English is really wonderful.*	**Sarcastic**	To warn the readers by pointing out the dangers of something

Challenging questions:

1. What is the difference between an ironic tone and a sarcastic tone?

_____

_____

2. Try to create one scenario that is ironic and one that is sarcastic in the **google form:** *https://goo.gl/forms/YZbaZCoxMwYfxmig2*

Write the scenarios below as well for the sharing in class.

Ironic scenario:
_____

Sarcastic scenario:
_____

Task 3: Self-evaluation
- ✓ **Knowledge:** To understand how **the writer's choices of words affect the tone** of the passage
- ✓ **Skill:** (Reading) To infer the **tone and attitude of the writer** by looking at **the writer's choices of words** and **the context**
- ✓ **Attitude:** To **be sensitive towards how our choices of words may affect the meaning**

(A) After your self-regulated learning, how much do you understand **how to tackle questions asking for the tone of a passage**? Circle the appropriate box.

4	I understand **how to tackle questions asking for the tone of a passage** very well.
3	I understand **how to tackle questions asking for the tone of a passage**, but I need more practice!
2	I understand **how to tackle questions asking for the tone of a passage** with the help from my groupmates.
1	I understand **how to tackle questions asking for the tone of a passage** with the help from the teacher.
0	I don't get it.

(B) I want to ask my groupmates/ teacher the following **question**.

_____

_____

4. Let's find out more!

Task 1: Identify the tone of a text
- ✓ **Knowledge:** To understand how **the writer's choices of words affect the tone** of the passage
- ✓ **Skill:** (Reading) To infer the **tone and attitude of the writer** by looking at **the writer's choices of words** and **the context**
- ✓ **Attitude:** To **be sensitive towards how our choices of words may affect the meaning**

Your teacher has introduced a website which is a platform for netizens to have debates over different kinds of topics. He/She has asked you to read the debate entry over the topic *"Is the Internet a blessing to mankind?"*.

Read the dialogues on the next page and decide which tone each writer adopts.

Is the Internet a blessing to mankind?

Identify the tone of each comment by ticking the correct box
(*"+" for <u>positive</u>, "–" for <u>negative</u>, "C" for <u>cautionary</u>, "I" for <u>ironic</u> and "S" for <u>sarcastic</u>*).
Also write down the word choices that help you decide the tone of the text. The first one has been done for you as an example.

Writer's comment	Tone +	–	C	I	S	Word choice
❶ **It spreads knowledge worldwide** The Internet is truly one of the greatest things ever conceived by mankind. It allows almost instantaneous spread of information, ideas, and knowledge. It educates people about what their government is doing, and allows them to easily establish protests against it. It is completely open to new ideas, as anyone with a connection can spread their thoughts to the entire world. Posted by: lleung						*e.g. greatest things, instantaneous spread, educates, completely open*
❷ **While it's efficient it's also a weakness...** I believe the Internet is useful and efficient, but it is also creating unhealthy habits and reliance. Nowadays people don't know how to do simple things like writing and posting letters – they don't even know how to write their postal address because they usually send emails. Internet is supposed to provide us an ocean of information, but in turn has made us ignorant. Posted by carriep						
❸ **Internet is bad because.......** Did you know that researchers have said that more than 60% of the children nowadays have been addicted to online computer games and watching inappropriate videos? Teens may also buy illegal things like drugs and may get severely punished. I won't let my kid get online for more than half an hour a day! Posted by: csyeung						
❹ **One of the best inventions of mankind!** If we look around, people watch videos on street while walking; diners share photos of their meals before they eat; couples sit next to each other and talk to each other silently through WhatsApp. How convenient the Internet is! It is such a wonderful invention which erases the need for people to open their mouths to communicate! Posted by cyliu						
❺ **Internet is not bad as such** It depends on a person's ideas and thoughts that determine what he views on the Internet... Internet doesn't ask him or her to fall into wrong hands... Like everything, Internet has a good side and a bad side and I firmly believe that Internet has done a lot good than bad... It is more of a blessing than a curse! Posted by wmlai						
❻ **It's hurt to know that people spend more time on their phone than with their spouse or kid.** I think phones and the Internet are a bad idea. In the past, parents comfort a crying baby by hugging and kissing him or her. But now, irresponsible parents just pass their phone to the baby and continue to get online with their iPads. If people do not get rid of their phone, our next generation will become nothing more than a bunch of unsociable Internet addicts! Posted by kyman						

5. Benchmark test:

Make use of the reading skills you have learnt today to answer the following question.

The Internet has brought us so many benefits nowadays. Locking yourself up in your bedroom, you can do lots of things: stalking the feed of people you don't know on Instagram, indulging yourself in the digital world making friends with unreal people with fake identities, going on an adventure by using Google Street View, to name but a few. "The Internet has broadened our horizons", yeah right.	**Question: What's the tone of the last two words 'yeah right'?** A. Positive B. Ironic C. Cautionary D. Sarcastic

6. Reflection question:

 a. What kinds of tone did you learn in this lesson?

  _____

 b. What is the difference between "ironic" and "sarcastic" tones?

  _____

  _____

 c. Can you think of more examples of the tones of the passages?

  _____

 d. How can you determine the tone of a passage?

  _____

7. Practice makes perfect

➢ Finish **Exercise B1** on p. 41 of Unit 8 of Oxford Advanced Exam Skills Paper 1 (Reading)