**SL12. Intonation**

**Part 1**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level: \_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IMPORTANT NOTE: Sections 1-4 in the SDLA must be completed before meeting with a tutor and receiving a stamp. Write/type and record all your answers on this handout.**

**After completing this SDLA, you will be able to:**

* Recognize intonation patterns based on different types of sentences and questions
* Identify rising and falling intonation
* Use appropriate rising and falling intonation

**Sections 1-4 (approximately 45 minutes):** Read the information. Follow each step below to complete this SDLA. Be prepared to explain your answers when you meet with a tutor.

**Section 1: Introduction**

**What is intonation?**

Intonation is the rise and fall in the sound of your voice when you speak. Just like when you sing, your voice can go high or low. In the same way, the sound of your voice can rise (go high) or fall (go low) when you speak. That is why intonation is often called the melody of speech.

**What is the purpose of intonation?**

Intonation in speech is necessary for effective communication. For example, intonation helps you decide if someone is asking a question or is finished speaking.

Correct intonation will also make you sound more natural. Even if you’re making the correct sounds of American English, but you’re speaking in the intonation of another language, your speech will sound foreign.

**Section 2: Intonation Patterns**

The two most basic intonation patterns are **rising** [↗] and **falling** [↘] intonation.

**Rising intonation** means the sound of your voice rises (goes up) over time [↗]. Listen to the recording of rising intonation. To listen to the recording, log in to the ESL tutoring website at [www.mtsac.edu/llc](http://www.mtsac.edu/llc). Go to the *Resources and Links* for SL12 and select **@Audio File**. Please ask an ESL tutor or a person at the LLC desk if you need help listening to this audio file.

|  |  |
| --- | --- |
| **Rising intonation is used in…** | **Examples** |
| 1. Yes / No questions
 | Are you **French**? |
| 1. In every item of a list except the last one
 | I like **cars, trucks,** and bikes.  |
| 1. Direct address
 | **Sir**, be careful with the dog.  |

**Falling intonation** means that the sound of your voice falls (goes down) with time [↘]. Listen to the recording of falling intonation. To listen to the recording, log in to the ESL tutoring website at [www.mtsac.edu/llc](http://www.mtsac.edu/llc). Go to the *Resources and Links* for SL12 and select **@Audio File**. Falling Intonation is located on the same audio file as Rising Intonation. Please ask an ESL tutor or a person at the LLC desk if you need help listening to this audio file.

|  |  |
| --- | --- |
| **Falling Intonation is used in…**  | **Examples** |
| 1. Declarative Sentences
 | I live in **France**. |
| 1. Commands
 | Sit **down**. |
| 1. Exclamatory Sentences
 | What a wonderful **girl**! |
| 1. The last item of a list
 | I like cars, trucks, buses, and **bikes.** |
| 1. Wh-Questions
 | Where do you **live?** |

**Practice:** For the statements and questions below, write which sentence or question pattern is used. Then draw arrows over the statements or questions to show rising and falling intonation.

**Example:** Do you want to build a snowman? *Yes/No question*

1. Are you hungry? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What is your name? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. I am a doctor. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Wash the dishes! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Ma’am, don’t slip. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. That’s amazing! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. My mother is going to buy apples, oranges, and bananas. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 3: American Speech Sounds**

**Your turn!** You now get to practice using rising and falling intonation while speaking. Go to *American Speech Sounds* on the computer to practice correct intonation. Complete at least **3** of the following intonation exercises:

* Intonation: 1, 2, and 3 (Series)
* Intonation: It is. (Statements)
* Intonation: It is? (Y-N Questions)
* Intonation: Who? (Wh- Questions)

![C:\Documents and Settings\wcuser1553\Local Settings\Temporary Internet Files\Content.IE5\Z02HHZPN\MC900072629[1].gif]()\*Please check the exercises that you completed.

If you’ve never used American Speech Sounds or don’t know how to access the exercises, log in to the ESL tutoring website at [www.mtsac.edu/llc](http://www.mtsac.edu/llc) to follow step-by-step directions. Go to the *Resources and Links* for SL12 and select \*Instructions – American Speech Sounds. Please ask an ESL tutor or a person at the LLC desk if you need help opening this folder.

**Section 4: Student Self-Assessment**

![C:\Documents and Settings\wcuser1553\Local Settings\Temporary Internet Files\Content.IE5\Z02HHZPN\MC900072629[1].gif]()*Complete this self-assessment before meeting with a tutor.* **Now that you’ve completed sections 1-3, check the things you can do:**

* I can recognize intonation patterns based on different types of sentences and questions.
* I can identify rising and falling intonation.
* I can use appropriate rising and falling intonation.

**DON’T FORGET! Write your name on the clipboard to work with a tutor. The tutor will call your name when he/she is ready.**

**Section 5: Practice with a tutor!**

After completing the self- assessment, meet with a tutor and give this completed SDLA to the tutor. To make sure you understand intonation patterns, you will practice an intonation conversation with a tutor. The tutor will give you feedback in the chart below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Focus** | **1 Point** | **3 Points** | **5 Points** |
| **Intonation** | Student does not use correct intonation patterns in speech.  | Student uses correct intonation patterns with occasional mistakes.  | Student uses correct intonation patterns with few mistakes.  |
| **Pronunciation** | Student’s speech is unclear and requires frequent listener effort.  | Student’s speech is generally clear but requires occasional listener effort.  | Student’s speech is clear and smooth and requires minimal listener effort.  |
| **Oral Fluency** | Speaks in incomplete sentences that do not flow. Needs constant help or has many hesitations.  | Speaks in complete sentences some of the time with frequent pauses. Needs some help or has few hesitations.  | Speaks in complete sentences with occasional pauses most of the time. Needs little to no help and has no hesitations. |
|  |  |  | **Total points: /15** |

**\*Students must receive at least 10 points to move on.**

**Tutor Recommendations:**

|  |  |
| --- | --- |
| * **Congratulations! Move on**

*Student has successfully completed this SDLA and is ready to continue to the next.* | * **Repeat**

*Student hasn’t yet mastered this SDLA. It is recommended that the student complete it again.* |

**Tutor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**