**SL13. Intonation**

**Part 2**

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

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

**IMPORTANT NOTE: Please complete *SL12. Intonation: Part 1* before beginning this SDLA.** 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 the importance of using correct intonation
* Identify different emotions conveyed through intonation
* Use correct intonation to convey an emotion

**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**

You learned about intonation in Part 1 of this SDLA. In Part 2, you will learn how intonation can affect the meaning of a message. One example of this is text messaging. Watch the following video to see how not using intonation can make understanding a message very difficult. Answer the questions below after you watch the short video. To watch the video, log in to the ESL tutoring website at [www.mtsac.edu/llc](http://www.mtsac.edu/llc). Go to the *Resources and Links* for SL13 and select **^Video File**. Please ask an ESL tutor or a person at the LLC desk if you need help opening this video file.

1. **What is the problem in the video?**
2. **Why do the people have this problem?**
3. **How could the people in the video fix this problem?**

As you can see in the video, correct use of intonation helps to effectively convey your message. Having no intonation or using it incorrectly may confuse the listener, causing the message to be misunderstood or misinterpreted. If you do not use intonation correctly, people might misunderstand you, lose interest in what you are saying, or even become angry!

**Section 2: Intonation and Meaning**

Intonation helps to express the mood, emotion, or purpose of the message. We change our intonation to express different emotions. We can express many emotions with just one word by changing the intonation. Additionally, we change our intonation depending on who we are talking to. For example, we might say, “*Can I help you?*”differently to our friend than we would to our boss. Complete the following practice sections below to learn the different ways intonation can be used to convey meaning.

 <http://i3advantage.com/blog/category/miscommunication/>

**Practice 1:** Think about how you would change your intonation when saying “Hello” to the different people below:

1. Your boss
2. Your best friend
3. A beautiful woman/handsome man
4. A six month old baby

**Practice 2:** Listen to the short conversations below. You will hear each conversation twice. Pay close attention to how the intonation changes the emotion in Conversation A and Conversation B. After you have listened to each conversation, read the questions that follow and circle the emotion that Speaker B conveys.

To listen to the conversations, log in to the ESL tutoring website at [www.mtsac.edu/llc](http://www.mtsac.edu/llc). Go to the *Resources and Links* for SL13 and select **@Audio File 1**. Please ask an ESL tutor or a person at the LLC desk if you need help listening to this audio file.

**Conversation 1:**

|  |  |
| --- | --- |
| **Speaker A:** I’m dropping out of school. **Speaker B:** Are you serious? | **Conversation 1-A:** How does Speaker B feel?  |
| 1. Surprised
 | 1. Sad
 | 1. Angry
 | 1. No emotion
 |
|  | **Conversation 1-B:** How does Speaker B feel?  |
|  | 1. Surprised
 | 1. Sad
 | 1. Angry
 | 1. No emotion
 |

**Conversation 2:**

|  |  |
| --- | --- |
| **Speaker A:** I had dinner at Celinda’s last night. It’s that new Mexican restaurant, and it was really good. | **Conversation 2-A:** How does Speaker B feel?  |
| 1. Disgusted
 | 1. Excited
 | 1. Surprised
 | 1. No emotion
 |
| **Speaker B:** You like Mexican food? | **Conversation 2-B:** How does Speaker B feel?  |
|  | 1. Disgusted
 | 1. Excited
 | 1. Surprised
 | 1. No emotion
 |

**Conversation 3:**

|  |  |
| --- | --- |
| **Speaker A:** Did you know that Mike and Beth are engaged? | **Conversation 3-A:** How does Speaker B feel?  |
| 1. Happy
 | 1. Annoyed
 | 1. Angry
 | 1. No emotion
 |
| **Speaker B:** Yeah. I saw it on Facebook. | **Conversation 3-B:** How does Speaker B feel?  |
|  | 1. Happy
 | 1. Annoyed
 | 1. Angry
 | 1. No emotion
 |

**Practice 3:** You will hear this short dialog three times. Each time the intonation conveys a different emotion. Number each emotion in the order that you hear it.

To listen to the dialogue, log in to the ESL tutoring website at [www.mtsac.edu/llc](http://www.mtsac.edu/llc). Go to the *Resources and Links* for SL13 and select **@Audio File 2**. Please ask an ESL tutor or a person at the LLC desk if you need help listening to this audio file.

|  |  |
| --- | --- |
| **Dialog:** **A:** Look.**B:** What?**A:** This.**B:** That?**A:** Yeah.**B:** Wow.**A:** Interesting? **B:** Sure.  | **Emotions:**\_\_\_\_\_\_\_\_ Sadness\_\_\_\_\_\_\_\_ Excitement and happiness\_\_\_\_\_\_\_\_ Anger   |

**Section 3: Using Intonation**

**With a tutor, you will practice reading the dialogs below. In each dialog, you will need to express a different emotion. Before meeting with a tutor, practice expressing the emotions in the chart below in each dialog.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Happy | Sad | Angry | Annoyed | Surprised | Disgusted |

|  |  |  |
| --- | --- | --- |
| **Dialog 1** | **Dialog 2** | **Dialog 3** |
| **A:** How do you think you did on the test?**B:** I guess I did OK. I had trouble with part two. **A:** Me too. I thought it was hard.**B:** Well, we’ll find out on Friday. | **A:** What’re you watching?**B:** Some TV show.**A:** Oh, I know this show. I think it’s funny.**B:** Really? I think it’s pretty stupid.**A:** Then why don’t you change the channel?**B:** All the other shows are even dumber. | **A:** What’s the weather like outside?**B:** I guess it’s pretty nice.**A:** Don’t you know?**B:** I haven’t been outside yet today.  |

Adapted from: Kozyrev, J. R. (2005) *Sound bites: Pronunciation activities.* Boston, MA: Heinle, Cengage learning.

**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 the importance of using correct intonation.
				+ I can identify different emotions conveyed through intonation.
				+ I can use correct intonation to convey an emotion.

**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 how to express different emotions through intonation, you will review the dialogs from Section 3 with the tutor. The tutor will give you feedback in the chart below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Focus** | **1 Point** | **3 Points** | **5 Points** |
| **Intonation** | Student does not express emotion through intonation. | Student uses correct intonation to express emotion with occasional mistakes.  | Student uses correct intonation to express emotion with few mistakes.  |
| **Skill: 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**