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## SL13. Intonation Part 2

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

Instructor: \_\_\_\_\_ Level: \_\_\_\_\_ Date: \_\_\_\_\_

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For media links in this activity, visit [the LLC ESL Tutoring website for Upper Level SDLAs](#). Find your SDLA number to see all the resources to finish your SDLA.

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### Section 1: Introduction

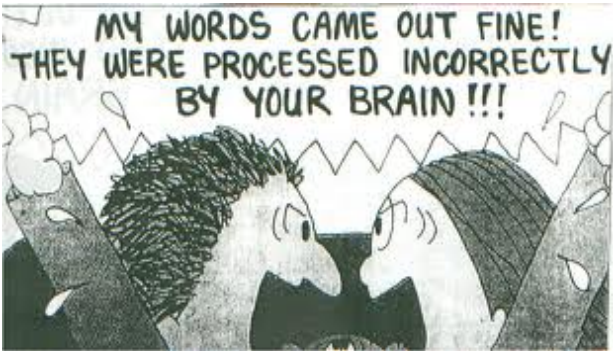
You learned about intonation in Part 1 of this SDLA (P19). In Part 2, you will learn how intonation can affect the meaning of a message. One example of this is text messaging. Watch [the following video](#) to see how not using intonation can make understanding a message very difficult. Answer the questions below after you watch the [Section 1 short video](#).

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**



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

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.

**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 [Section 2a 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 check the box next to the emotion that Speaker B conveys.

**Conversation 1:**

**Speaker A:** I’m dropping out of school.

**Speaker B:** Are you serious?

**Conversation 1-A:** How does Speaker B feel?

- Surprised
- Sad
- Angry
- No emotion

**Conversation 1-B:** How does Speaker B feel?

- Surprised
- Sad
- Angry
- 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.

**Speaker B:** You like Mexican food?

**Conversation 2-A:** How does Speaker B feel?

- Disgusted
- Excited
- Surprised
- No emotion

**Conversation 2-B:** How does Speaker B feel?

- Disgusted
- Excited
- Surprised
- No emotion

**Conversation 3:**

**Speaker A:** Did you know that Mike and Beth are engaged?

**Speaker B:** Yeah. I saw it on Facebook.

**Conversation 3-A:** How does Speaker B feel?

- Happy
- Annoyed
- Angry
- No emotion

**Conversation 3-B:** How does Speaker B feel?

- Happy
- Annoyed
- Angry
- No emotion

**Practice 3:**

Listen to the [Section 2b dialogue](#). You will hear this short dialogue three times. Each time the intonation conveys a different emotion. Number each emotion in the order that you hear it.

**Dialogue:**

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 dialogues below. In each dialogue, you will need to express a different emotion. Before meeting with a tutor, practice expressing the emotions in the chart below in each dialogue.

Happy | Sad | Angry | Annoyed | Surprised | Disgusted

#### Practice Dialogues

##### Dialogue 1

**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.

##### Dialogue 2

**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.

##### Dialogue 3

**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: What Did I Learn?**

Complete this table BEFORE meeting with a tutor.

Communication Skill	I can't do this YET. 	I can do this WITH help. 	I can do this WITHOUT help. 	I can TEACH this to a classmate. 
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.				

Here are some words/phrases I need to practice.

*Good job!*




Now go to the [LLC Tutoring Website](#) and make an appointment with a tutor.  
Visit the [Virtual LLC](#) at the time of your appointment.



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

Meet with a tutor. Give this paper to the tutor. The tutor will review your work and talk with you. To make sure you understand how to express different emotions through intonation, you will review the dialogs from Section 3 with the tutor. You may also ask the tutor any questions that you have.

**Grading Rubric**

Possible Points	Need Practice  (0-1 Point)	Good Job  (2-3 Points)	Excellent Work  (4-5 Points)
<b>Content</b>	Not enough information provided in responses and often does not use correct vocabulary.	Provides most important information in responses and some of the time uses correct vocabulary.	Provides all necessary information in responses and most of the time uses correct vocabulary.
<b>Skill: Speaking</b>	More than 6 mistakes saying words; needs guessing more than 3 times.	Not more than 5 mistakes saying words; needs guessing on 1-2 words or sentences.	Not more than 2 mistakes saying words; needs no guess about meaning.
<b>Oral Fluency</b>	Speaks mostly in phrases, individual words; many pauses.	Sometimes speaks in complete sentences; several pauses.	Speaks in complete sentences; a couple pauses okay.

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

Possible Points: \_\_\_\_\_ / 15

Tutor Comments:

**Congratulations! Keep going.**

You have successfully completed this SDLA and are ready to continue to the next.

**Work on this more.**

You have not yet mastered this SDLA. It is recommended that you complete it again.

Tutor Signature: \_\_\_\_\_

Date: \_\_\_\_\_