

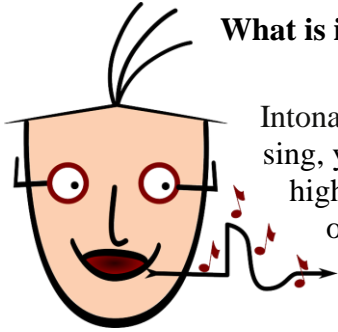


P19. Intonation

Student Name: _____ Student ID Number: _____

Instructor: _____ Level: _____ Date: _____

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






For listening and video links, go to Tinyurl <https://tinyurl.com/SDLA-Pronunciation>. Find your SDLA number on the left and all the resources to finish your SDLA will be on the right.

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 and falling intonation.

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

Falling intonation means that the sound of your voice falls (goes down) with time [↘]. Listen again to the end of the recording of rising and falling intonation.

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

Practice: For the statements and questions below, write which sentence or question pattern is used. Then write *rising* or *falling* to describe the intonation. Finally, write the word that receives rising or falling intonation.

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

- 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: Learn More about Falling and Rising Intonation

Your turn! You now get to practice using rising and falling intonation while speaking.

1. First, go to Section 3 Video 1 to practice falling intonation.
Write two sentences that use FALLING INTONATION according to the video:
 - a. _____
 - b. _____
2. Now, go to the Section 3 Video 2 to practice rising intonation.
Write two sentences that use RISING INTONATION according to the video:
 - a. _____
 - b. _____
3. Write here any questions you have regarding the intonation patterns that you learned in the two videos: _____

Section 4: Conversation Practice

Read the conversation below. Are there any words you don't understand? Look them up in a dictionary. Practice reading this to yourself. Practice as both speakers. You will practice this conversation with the tutor later. Concentrate on the pronunciation and intonation of each word and statement. **Write "rising" or "falling" to help you.**

Boss	_____, come in.
You	Hello. Did you want to see me?
Boss	Yes. Do you know why I've called you?
You	No.
Boss	Can you explain this?
You	But I thought you said it wasn't important.
Boss	You're fired.
You	Fine, I hated this stupid job anyway!

Section 5: Student Self-Assessment

Now that you've completed sections 1 through 4, rate how well you can do the following. Put an "X" in the box matching your self-assessment. This will help the tutor assist you better.

	I can't do this YET.	I can do this WITH some help.	I think I usually can do this WITHOUT help.	I can TEACH this to a classmate.
I can hear the difference between rising and falling intonation.				
I can identify the 8 different types of statements and their corresponding intonation.				
I know some words and statement types I need to keep practicing.				

Congratulations! Now you can write your name on the door to work with a tutor. The tutor will call your name when he/she is ready.

Section 6: Practice with a Tutor!

After completing the self-assessment, meet with a tutor and give this completed SDLA to them. To make sure you understand this activity, the tutor will review your answers and recordings with you. They will also help you practice the conversation in Section 4. After you have finished, the tutor will provide you with feedback in the following areas:

Area of Focus	1 Point	3 Points	5 Points
Content	Learner usually does not provide enough information in answers.	Learner provides all necessary information in answers some of the time.	Learner provides <u>extra</u> information in answers most of the time.
Skill: Intonation	Learner usually cannot hear and speak the target sounds correctly.	Learner can hear and speak the target sounds correctly some of the time.	Learner can hear and speak the target sounds correctly most of the time.
Overall Pronunciation	Learner's speaking is unclear and often requires listener effort.	Learner's speaking is generally clear but requires listener effort sometimes.	Learner's speaking is clear and smooth and requires a little listener effort.

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 another SDLA.

Repeat

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

Tutor Signature: _____ **Date:** _____