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## P19. Intonation

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

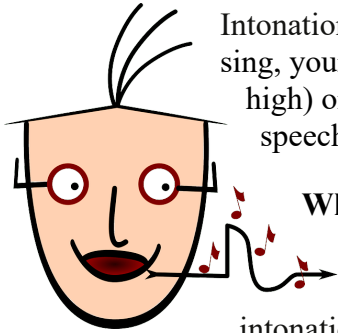
Instructor: \_\_\_\_\_ Level: \_\_\_\_\_ Date: \_\_\_\_\_

For media links in this activity, visit the LLC ESL Tutoring website for [Pronunciation SDLAs](#).

Find your SDLA number to see all the resources to finish your SDLA.

### 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 and falling intonation.

#### Rising intonation is used in...

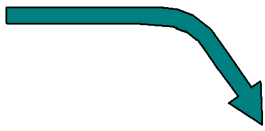
1. Yes / No questions
2. In every item of a list except the last one
3. Direct address

#### Examples

Are you **French**?

I like **cars**, **trucks**, and bikes.

**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...**

1. Declarative Sentences
2. Commands
3. Exclamatory Sentences
4. The last item of a list
5. Wh-Questions

**Examples**

I live in **France**.

Sit **down**.

What a wonderful **girl!**

I like cars, trucks, buses, and **bikes**.

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. **In the space on the right, make notes about the intonation 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**

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 hear the difference between rising and falling intonation.				
I can identify the 8 different types of statements and their corresponding intonation.				

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 6: Practice with a Tutor!**

Meet with a tutor, and share this activity with the tutor. To make sure you understand this activity, the tutor will review your answers with you. They will also help you practice the conversation in Section 4. You may also ask the tutor any questions that you might 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: \_\_\_\_\_