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| **Worksheet 3: Intonation Assignments** |

**Overview**: You will need to complete intonation assignments in each Scenario. This is for a homework check, but your instructor needs to see that you put effort into the recording in order to give you a mark.

**Instructions:**

* Step 1. Watch the video(s) in each assignment
* Step 2. Complete the related activities (taking notes, reading explanations, and marking intonation)
* Step 3. Record yourself reading the practice sentences/texts ***with the intonation you learned in the video****.*
* Step 4. Submit your Assignment in the Learning Hub.

*Tips and Advice:*

* *Before you submit your assignment, practice with the video many times until you feel confident.*

**Glossary**

**intonation** (n-NC): the rise and fall of the voice in speaking, especially as this affects the meaning of what is being said

**pitch** (n-C/NC): how high or low a sound is, especially a musical note (but also commonly refers to the human voice as well)

**glide** (v-IT): to move gradually from a low to high pitch, or from a high to low pitch

**content words** (np): the words that carry the core meaning of a sentence – nouns, verbs, adjectives, adverbs. Also includes: questions words, negatives.

**function words** (np): the words that do not carry core meaning but that function to hold the sentence together – articles, prepositions, pronouns, conjunctions, helping verbs (have, do, will), “be” verb.

**thought group** (np): a chunk of meaning in a sentence; they are often clauses (dependent or independent) or phrases or. In this document, thought groups are marked using /, as in: *The tall man / who is sitting on the sofa / is my cousin.* We take a brief pause after a thought group. Note also that any punctuation also marks the end of a thought group, as in: *I like apples, / oranges, / and bananas.*

Meanings for “intonation” and “pitch” taken from: Oxford Advanced Learner’s Dictionary online (2019), Oxford University Press: <https://www.oxfordlearnersdictionaries.com/>

**INTONATION ASSIGNMENT: SCENARIO 1 (Check due date in the Learning Hub)**

**1. Intro to Stress and Intonation**

Step 1. Watch the 5-minute video <https://www.youtube.com/watch?v=kIapQVNq3D4>

Step 2. Take notes on the following topics:

A. Listening to the music of a language

B. English is a stress-timed language.

C. Understanding how syllables are stressed

D. Understanding content and function words

E. Why is intonation so important?

Step 3. You do not need to record anything for this one. You are done ☺

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**2. Falling Intonation**

Step 1. Watch the video 10-minute video:

<https://www.youtube.com/watch?v=kksfqYcYkeg>

Step 2A. Make notes on the topics below:

A. Taking steps vs. Speaking English

B. Falling intonation and what it expresses

C. Falling intonation in statements

D. What is a focus word?

E. Stepping vs. gliding

F. Does every sentence have only one focus word?

G. Falling intonation in WH- questions

Step 2B. Mark the intonation of the following practice sentences

1. Jason is a talented rapper.

2. I play the piano.

3. When did you start playing the saxophone?

4. That’s an accordion.

5. Who owns a xylophone?

6. Who sang that song?

7. I didn’t know you played the guitar.

8. Why is the music so loud?

9. Their new album is really good.

10. When do they go on tour?

Step 3. Record yourself reading the practice sentences from Step 2B **with the intonation you learned from the video**.

* Label your recording as follows: “Video 2: Falling Intonation. Your First Name.” Also, please say the title at start of your recording along with your name.

Step 4. Submit your Assignment in the Learning Hub.

**3. Rising Intonation**

Step 1: Watch the 10-minute video [**https://www.youtube.com/watch?v=pT6aGkt4czQ**](https://www.youtube.com/watch?v=pT6aGkt4czQ)

Step 2A: Take notes on the following:

A. Stepping vs. gliding

B. Rising intonation with yes-no questions

C. When and how to step up in pitch

D. When and how to glide up in pitch

E. The importance of dropping before we rise

F. What does rising intonation express?

G. Making statements questions with rising intonation

H. A strong rise for more doubt or more uncertainty

I. Rising intonation with repeated WH- questions

Step 2B: Mark the intonation of the following practice sentences

1. Did you learn it?

2. Will you play for me?

3. Are you going to perform in the concert? (gonna)

4. Do you have tickets?

5. When does the concert begin?

6. Have you ever heard them play live?

7. Do you know how?

8. Can we go?

9. Did he say when?

10. You didn’t know?

Step 3. Record yourself reading the practice sentences from Step 2B **with the intonation you learned from the video**.

* + Label your recording as follows: “Video 3: Rising Intonation. Your First Name.” Also, please say the title at start of your recording along with your name.

Step 4. Submit your Assignment in the Learning Hub.

**INTONATION ASSIGNMENT: SCENARIO 2 (Check due date in the Learning Hub)**

**4. Fall-Rise Intonation**

Step 1. Watch the 10-minute video**:**[**https://www.youtube.com/watch?v=8NHa4cVHYBI**](https://www.youtube.com/watch?v=8NHa4cVHYBI)

Step 2A. Take notes on the following:

A. Quick listening exercise

B. Review uses of fall-rise intonation

C. Practice fall-rise to express hesitancy

D. Fall-rise in polite speech

E. Practice fall-rise to sound polite

Step 2B. Mark the intonation of the following practice sentences:

1. Hello.

2. Good morning.

3. Who’s next, please?

4. Where could I find Mr. Taylor?

5. Excuse me. What time is it?

Step 2C. Finish these sentences with your own ideas and mark the intonation:

1. I like to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Sadly, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. What’s more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. I wish \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but I guess \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Step 3. Record yourself reading the practice sentences from Steps 2B and 2C **with the intonation you learned from the video**.

* + Label your recording as follows: “Video 4: Fall Rise Intonation. Your First Name.” Also, please say the title at start of your recording along with your name.

Step 4. Submit your Assignment in the Learning Hub.

**5. Intonation for Tag and Negative Questions**

Step 1. Watch the 5-minute video: <https://www.youtube.com/watch?v=k1Qh4ylT6M8>

Step 2A. Take notes on the following:

A. The importance of controlling your rises and falls

B. Tag questions: a review

C. Link to grammar lesson on tag questions

D. Rising intonation with tag questions

E. Falling intonation with tag questions

F. Practice: a dialog with tag questions

G. Negative questions: a review

H. Link to grammar lesson on negative questions

Step 2B. Mark the intonation of the following practice sentences:

1. Isn’t it interesting?

2. Haven’t you done this before?

3. Aren’t you full of surprises?

4. Wouldn’t that be amazing?

5. Don’t you want to answer that?

Step 3. Record yourself reading the practice sentences from Step 2B **with the intonation you learned from the video**.

* Label your recording as follows: “Video 5: Tag and Negative Questions. Your First Name.” Also, please say the title at start of your recording along with your name.

Step 4. Submit your Assignment in the Learning Hub.

**INTONATION ASSIGNMENT: SCENARIO 3 (Check due date in the Learning Hub)**

**6. Intonation for Lists and Alternatives**

Step 1. Watch the 9-minute video: https://www.youtube.com/watch?v=jDcCsH7uA3k

Step 2A. Read the explanations below:

Explanation

* Stating Lists:

- *rise* on each item and *fall* on the last item. E.g. I like apples (*rise*), oranges (*rise*),

and pears (*fall*)

* Presenting Alternatives

- *rise and fall.* E.g.Now (*rise*) or later? (*fall*)

- single syllable = *glide up and down*. E.g. Warm (*glide up*) or cold? (*glide down*)

- multi-syllable = *step up and down. E.g. Cold milk (step up) or warm milk? (step down)*

* Questions

- one choice = *rising.* Can you come today? (*rising*)

- two choices = *rising and falling.* Can you come today *(rising)* or tomorrow?*(falling)*

- two choices, but might be other choices = *rising, rising.* E.g. Can you come in the evening *(rising)* or the weekend? *(rising)*

Step 2B. Mark the intonation of the following practice sentences:

Lists (5:25-8:15 in video):

1. I’m free on Monday, Wednesday, or Friday.
2. We need to buy milk, bread and bananas.
3. I’d like to work on grammar, vocabulary and pronunciation.
4. My dream is to rent a boat, sail to Hawaii, and visit every island.
5. I’d love to visit Italy, Brazil, Australia, Thailand…

Alternatives:

1. Do you want to pay by cash or credit card?
2. Would you rather meet on Monday or Tuesday?
3. Do you prefer to stay in touch by phone or email?
4. Who won the game yesterday? Boston or Pittsburgh?
5. Do you have time today or tomorrow…?

Step 3. Record yourself reading the practice sentences from Step 2B **with the intonation you learned from the video**.

* + Label your recording as follows: “Video 6: Lists and Alternatives. Your First Name.” Also, please say the title at start of your recording along with your name.

Step 4. Submit your Assignment in the Learning Hub.

**7. Intonation for Strong Emotions**

Step 1. Watch the 8-minute video: <https://www.youtube.com/watch?v=-9wgB9HI460>

Step 2A. Read the explanation below:

Explanation

* *Sharp rise – fall* to express strong emotions:

1. A good surprise
2. A bad surprise
3. Anger
4. Sarcasm
5. Delight

* For multi-syllable words, step up. E.g. That’s horrible! = That’s HOR (*sharp rise*) ri (*fall*) ble (*fall*)
* Exception: Questions that ask for confirmation. E.g. Really? (*sharp rise only*)
* Sometimes, anger or disappointment use *level intonation* or *short rise & long fall* E.g. Oh no! (*short rise & long fall*)

Step 2B. Make sure to practice the dialogue along with Jennifer (5:00-6:30 in the video)

Step 2C. Mark the intonation of the following practice phrases/sentences (6:45-7:30 in

the video)

1. Wonderful!
2. That’s great!
3. Really?
4. Great.
5. No way!
6. I can’t believe it.
7. He said that?
8. That was perfect!
9. Don’t do that!
10. I absolutely loved it!

Step 3. Record yourself reading the practice sentences from Step 2C **with the intonation**

**you learned from the video.**

* + Label your recording as follows: “Video 7: Intonation for Strong Emotions. Your First Name.” Also, please say the title at start of your recording along with your name.

Step 4. Submit your Assignment in the Learning Hub.

**8. Intonation for Adding Info**

Step 1. Watch the 10-minute video: <https://www.youtube.com/watch?v=bAtkb8IEmXY>

Step 2. Read the explanation below:

Explanation

* Intonation signals we are adding information that is a bit less important than main idea, but we still want to add it.
* Words used to add information:

- make a comment or explanation: *as you may know, as you no doubt know, as you can see, as you are aware, of course*

- give examples: *especially, like*

* Non-restrictive adjective clauses often used to give additional information about nouns. E.g. My grandfather, who was very generous, gave me a special five-dollar bill.

* In writing, we add extra information by using commas, parentheses, or dashes.
* In speaking, we add extra information by:

- pausing

- using lower pitch

- speeding up slightly (so we can get back to the main point quickly)

Step 2B. Mark the intonation of the following practice sentences:

Practice (4:20-7:10 in the video)

1. Two-dollar bills, which aren’t so easy to find, are worth holding on to.
2. Some coins, like these from France and the Soviet Union, are a part of history.
3. Many foreign currencies, like these bills from Jamaica and Ukraine, are much more colorful than American dollars.
4. These, as you can see, are one-dollar coins.
5. These coins, which might be difficult to read because of their condition, are quite old.
6. Bicentennial coins (meaning U.S. coins minted in 1976) are somewhat rare.

Step 3. Record yourself reading the practice sentences from Step 2B **with the intonation you learned from the video**.

* + Label your recording as follows: “Video 8: Intonation for Adding Info. Your First Name.” Also, please say the title at start of your recording along with your name.

Step 4. Submit your Assignment in the Learning Hub.

**INTONATION ASSIGNMENT: SCENARIO 4 (Check due date on the Learning Hub)**

**9. Intonation in Long Sentences**

Step 1. Watch the 11-minute video:

<https://www.youtube.com/watch?v=Pgwpom2ME_E>

Step 2A. Read the explanation below:

Explanation

* Thought groups allow us to pause and use different intonation within a sentence
* The last content word in a thought group is the focus word
* Major pitch changes happen on the focus word
* When starting a sentence with long phrase, use *low rise intonation* to signal more information is coming. E.g. One of my favourite pairs of boots (*low rise*) is from the Arctic circle. (*low fall*)
* *Low-rise* can be replaced with *fall-rise,* giving the same meaning that more information is coming. E.g.Compared to **some** (fall-rise), it may seem like I have a lot. (fall)
* However, for lists, a *fall-rise* pattern sounds more certain. E.g. Saying numbers: 1,2,3, etc. (a young child might use low-rise because they are less certain)
* *Fall-rise* also used when we want to pause before giving surprising or disappointing information. E.g. You could try, / but it might not work.

Step 2B. Mark the Low-Rise intonation of the following sentences (2:25-3:55 in the video):

1. Usually, / I wear slippers.
2. Many of the dress shoes I own / just sit in boxes.
3. If you were a guest in my home, / I wouldn’t ask you to remove your shoes.

Step 2C. Mark the Fall-Rise intonation of the following sentences (5:20-6:25 in the video)

1. When I have time, / I put up my feet to relax.
2. If you’re tired, / take a break.

Step 2D. Mark the intonation of the following practice sentences in the short text:

If someone got a chance to look at all your shoes, / what would they find out about you? / Shoes say a lot about a person. / Do you have a lot / or only what you need? / Work shoes, / dress shoes, / athletic shoes, / and casual shoes all tell us how a person spends their time. / The next time you put a pair of shoes on your feet / think about what they say about you / and your lifestyle.

Step 3. Record yourself reading the practice sentences from Steps 2B, 2C and 2D **with the intonation you learned from the video**.

* + Label your recording as follows: “Video 9: Intonation in Long Sentences. Your First Name.” Also, please say the title at start of your recording along with your name.

Step 4. Submit your Assignment in the Learning Hub.

**10. Intonation Review**

Step 1. Watch the 10-minute video: <https://www.youtube.com/watch?v=BRLG2FAFR6w>

Step 2A. Read and review below:

Quick Review

Oh. (*falling* intonation) = understanding

Oh. (*rising* intonation) = doubt

Oh. (*rise-fall* intonation) = surprise

Well. (*fall-rise*) = hesitation

Yes. (*rise*) No. (rise) Maybe. (*rise*) = need for answer

Step 2B. Mark the intonation of the following sentences (2:00-7:55 in the video)

1. April showers bring May flowers. (*falling* = statement)
2. Do you have a garden? (*rising* = Yes/No question)
3. What do you know about gardening? (*falling* = Information questions)
4. Spring allergies are terrible, aren’t they? (*falling* = tag question to comment “aren’t they?”)
5. You’re not allergic to anything, are you? (*rising* = tag Yes/No question “are you?)
6. You feeling okay? (*rising* = change statement to a question)
7. Which flower do you like most? Roses, carnations, or tulips? (*rise + fall* = lists)
8. Well (*fall-rise* = hesitation), I like all those flowers (*fall-rise* = mid-sentence pause, signal more info coming), but my favourite is actually an orchid. (*falling*)
9. There’s a bee in the house. (*sharp rise-fall* = strong emotion)
10. I’m not afraid of bees. I just don’t want to get stung. (*stress + intonation* used to show contrast)
11. All of my examples, if you haven’t noticed, are about spring and the outdoors. (*lower pitch* to give additional information)

Step 2C. Mark the intonation of the following practice sentences in the short text (8:00-

9:05 in the video)

Flowers have interesting uses in our society. / Think of all the times you either gave / or received flowers. / They can be a sign of appreciation, / like a bouquet of roses for an actor / or carnations for a teacher. / Flowers are present at weddings, / funerals, / and graduation ceremonies. Have you ever picked wild flowers for yourself or a loved one? / If not, / why not? Flowers are a gift from nature, / and we can pass that gift along. / We can also give that gift to ourselves / by planting or visiting a garden. / I don’t know anyone / who wouldn’t find comfort / in the middle of a fragrant, / vibrant / flower garden, / do you?

Step 3. Record yourself reading the practice sentences from Steps 2B and 2C **with the intonation you learned from the video**.

* + Label your recording as follows: “Video 10: Intonation Review. Your First Name.” Also, please say the title at start of your recording along with your name.

Step 4. Submit your Assignment in the Learning Hub.

**Note:** For further practice, see Jennifer’s series “Oral Reading Fluency in English”: <https://www.youtube.com/watch?v=3RehCAtc638&list=PLfQSN9FlyB6RumUTLuDAGY3m6YpBLHSsw>