

/prəˌnʌn.si'eɪ.jən/

Intonation and stress

Guess the words

'emfəsaɪz

ˌɪntəˈneɪʃn

əˌsɪməˈleɪʃn

'emfəsis

kəˈnektɪd spi:tʃ

kəˈrekʃn

Intonation

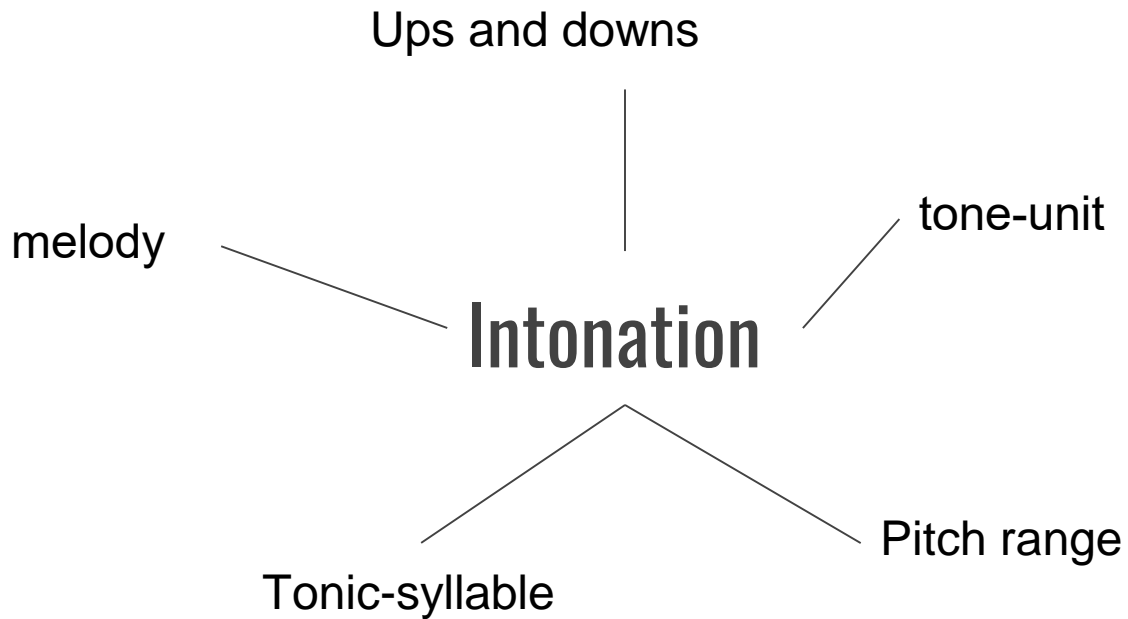
- Intonation is crucial for communication. It's also a largely unconscious mechanism, and as such, a complex aspect of pronunciation.

Intonation

— — —

- What is intonation?
- Why teach intonation?
- Can I improve my own awareness of intonation?
- How I help my students:
 - Awareness-raising
 - Intonation and grammar
 - Intonation and attitudes
 - Intonation and discourse

— — —

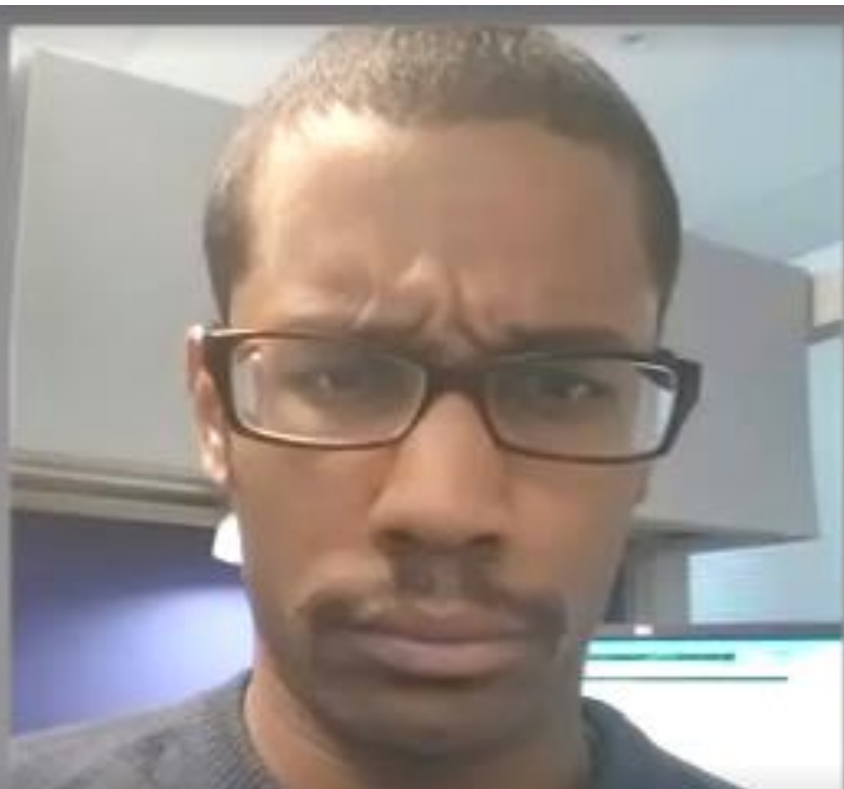


Why intonation

— — —

- Awareness of intonation aids communication.
- Incorrect intonation can result in misunderstandings, speakers losing interest or even taking offence!
- To speak with more involvement
- Intonation Improves the quality of speaking
- We don't want to sound like a robot
 - Without intonation our voice may sound rude, bored, uninterested

Hello



Hello



It's raining

— — —

- You could say it to mean 'What a surprise!','
- or 'How annoying!','
- or 'That's great!'.

Try the following

— — —

I gave it to him.

What time's the next train?

How much is that green phone?

Excuse me, is there a bank near here?

How do I get to Rostrevor?

Some tips

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- Provide learners with models
- Let students compare two examples of the same phrase, eg: varied/flat intonation
- Ask students to have a 2-minute conversation in pairs as 'robots' i.e. with no intonation and then point out that the difference is made by intonation when speaking normally
- Get students to imitate my intonation, but without words, just humming.

Humming

Hello, what are you doing today?

Nothing much, and you?

Try your own...

Other tips

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1. Mix in appropriately
2. One line emotional practice
3. Role plays and drama
4. Make it fun

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<https://www.youtube.com/watch?v=OuzS6uXR0Hk>

Correct me / arguing

— — —

Rayhan bought a cat yesterday.

Unlikely questions and stress

— — —

- Questions that won't give yes no answer

- Was Socrates a Roman philosopher?

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- Does March come after April?

More questions

— — —

- Do you think it will snow tomorrow?
- Did the queen love snow white?

Intonation and grammar

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- Wh-word questions:
- Yes/No questions:
- Statements:
- Question-Tags:
- Lists:

Intonation and grammar

— — —

- Wh-word questions: falling intonation
- Yes/No questions: rising
- Statements: falling
- Question-Tags: 'check' - rising
- Lists: rising, rising, rising, falling

Intonation and discourse

— — —

SK: Can I help you?

C: I'd like a chocolate ice-cream.

SK: One chocolate ice-cream. Anything else?

C: One strawberry ice-cream.

SK: One chocolate, one strawberry. Anything else?

C: Yes. One chocolate, one strawberry, and one vanilla.

Intonation and discourse

— — —

SK: Can I help you?

C: I'd like a chocolate (fall) ice-cream.

SK: One chocolate (fall-rise) ice-cream. Anything else?

C: One strawberry (fall) ice-cream.

SK: One chocolate (fall-rise), one strawberry (fall-rise). Anything else?

C: Yes. One chocolate (fall-rise), one strawberry (fall-rise), and one vanilla (fall).

Further reading

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- <https://www.teachingenglish.org.uk/article/teaching-pronunciation-phonemic-symbols>
- <https://www.teachingenglish.org.uk/article/global-english-teaching-pronunciation>
- <https://www.teachingenglish.org.uk/article/adrian-underhill-interview>

Teaching intonation, rhythm and stress

— — —

- <https://www.teachingenglish.org.uk/article/teaching-speaking-unit-4-stress-intonation>

Intonation section



a. Visually mark patterns by raising eyebrows when it goes up, or asking learners to raise their heads.



b. Click your fingers to emphasise a stress beat.



c. Use arrows over the words on the board to mark rises and falls.

Intonation section



✓ a. Visually mark patterns by raising eyebrows when it goes up, or asking learners to raise their heads.



✓ b. Click your fingers to emphasise a stress beat.



✓ c. Use arrows over the words on the board to mark rises and falls.

Rhythm section



a. Ask students to repeat only the words which are stressed.



b. Use arrows over the words on the board to mark rises and falls.



c. Say numbers in a rhythm, then introduce words between them without changing the rhythm.

Rhythm section



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✓ c. Say numbers in a rhythm, then introduce words between them without changing the rhythm.

Stress patterns section



a. Use songs to help them develop intonation patterns.



b. Backchain a pattern of numbers, stressing one of the numbers more.



c. Mark stress clearly on the board to give them a visual record to keep.

Stress patterns section



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Teaching individual sounds

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- <https://www.teachingenglish.org.uk/article/teaching-speaking-unit-3-individual-sounds>

Useful websites

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- <http://www.photransedit.com/>
- <http://dictionary.cambridge.org/>
- <http://www.shiporsheep.com/>
- http://www.cambridgeenglishonline.com/Phonetics_Focus/
- <https://www.teachingenglish.org.uk/article/using-intonation>
- <https://www.youtube.com/watch?v=vkgMFZMBfqQ>
- <https://www.listenandlearn.org/the-teachers-handbook/5-ways-to-teach-stress-and-intonation/>
- <https://www.thoughtco.com/intonation-and-stress-in-english-1212070>