

Pitch Range & Basics of Intonation

Resource 1: Pitch range exercise (vocal coaching)

high

5

4 4

3 3

2 2

1 1

1 1

2 2

3 3

4 4

5

low

A (*excited and fast*) I just heard that the school is on fire and five teachers and about 30 students are trapped inside. Do you want to go down and watch?

B (*relaxed and slow*) No, I think I'll just go home, have a bath, maybe read a bit, and go to bed early. Have fun though.

Resource 2: Analogy to music

4 Extra high

3 High a PAR-

2 Mid GO to ty

1 Low TO-night.

Task 1: What kinds of words are on these, respective stress & pitch levels?

Level 1: Unstress – _____

Level 2: Sentence stress – _____

Level 3: Prominence – _____

Level 4: Emphatic stress – _____



Task 2.1: Draw three short musical staves and listen as the teacher pronounces three versions of the statement below. Write the words & syllables on the correct lines according to their stress & pitch.

Task 2.2: Now think up authentic questions (or prompts) that would elicit those statements and practice the interaction in pairs.

I'm listening

Resource 3: Tag questions (intonation basics)



Task 1: Listen to the two alternatives and check (✓) the box that corresponds to the intonation pattern as expressing either certainty or uncertainty.

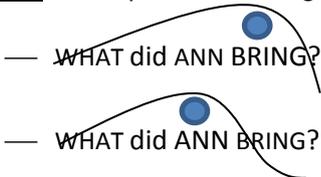
Tag	confirmation (sure) ↘	question (unsure) ↗
That's the right thing, isn't it?		
This is fun, isn't it?		
I don't assume you have a pen, do you?		
I'm your friend, aren't I?		
These reports aren't too hard, are they?		
The dogs are dirty, aren't they?		

Task 2: Write a quick response to several of the above statements/questions for each version and practice them together spontaneously (i.e. without first agreeing if it's supposed to be a statement or a question).

<p>Example 1</p> <p>It's gonna rain again, isn't it?</p> <p>So I heard, at least.</p> <p>3 damn days in a row...</p>	<p>Example 2</p> <p>He left already, didn't he?</p> <p>Yea, he did.</p> <p>Well, you know the guy.</p>
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Resource 4: Statements & questions: Shifting focus

Task 1: Develop a small dialogue with context for both options.



Task 2.1: In the task below, say the sentences to the left and discuss which of the meanings correspond to which version of the sentence. Make sure you use correct pitch levels (all 4 are used).

Task 2.2: Now pronounce one sentence while your partner says which of the meanings s/he perceived.

Original sentence	Intended meaning
1) What do you think?	
a. WHAT do YOU THINK?	i. I already know what he thinks.
b. WHAT do you THINK?	ii. Should we do it or not?
c. WHAT do you THINK?	iii. I'm sorry; I didn't hear what you said.

2) He didn't take the car.

a. He ~~DIDN't TAKE~~ the CAR

b. He ~~DIDN't TAKE~~ the CAR

c. ~~HE DIDN't TAKE~~ the CAR

iv. Someone else must have.

v. So stop accusing him!

vi. He must have gone on foot, by bus etc.

3) She thinks the film is good.

a. She ~~THINKS~~ the FILM is ~~GOOD~~

b. ~~She THINKS~~ the FILM is ~~GOOD~~

c. ~~SHE THINKS~~ the FILM is ~~GOOD~~

vii. But the music was awful!

viii. He didn't, though.

ix. Oh really? The critics hated it!

Resource 5: Free practice

Task: Take one of the following topics, introduce it quickly and have your partner ask you questions to find out as many details as possible about it, while you answer the questions relatively briefly. Keep up the interaction with more open or closed questions and tag questions expressing uncertainty or confirmation.

- ✚ One of your favorite films
- ✚ A documentary in which people went somewhere to find out or test things
- ✚ A situation in which you went somewhere/visited someone and did various things
- ✚ A certain historic event/period
- ✚ ...

