

## English intonation

= the melody of language

Almost any intonation pattern is **possible**, but different intonation patterns have **different meaning**.

Example:

E.2.1.7 Listen to the difference between a fall and a rise. Depending on the tone used for *who?* in this response, the meaning is quite different (see 2.16).

- 🔊 A: Bill could ask a friend.  
B1: \Who? (= Which friend could Bill ask?)
- 🔊 A: Bill could ask a friend.  
B2: /Who? (= Who did you say could ask a friend?)



Three decisions in intonation:

- I. How to break up the speech in pieces
  - We don't know | who she is.
  - We | don't know who she is.
- II. What is going to be accented
  - (Coke with ice, please.) I don't have any ice.
  - (Just give me a little ice, then.) I don't have any ice.

Usually the last stressed syllable in the intonation phrase.
- III. What tone is used
  - See Example above.

### III. Tones in English

Falling → fall

Non-falling → rise, fall-rise

**Our focus:**

- 1) fall – in statements, in main parts
- 2) fall-rise – in dependent parts of statements
- 3) rise – in lists

#### 1) FALL



**Practise**

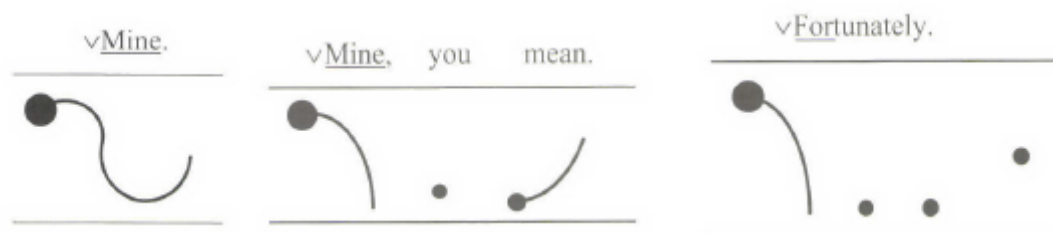
E2.2.1 Listen and repeat.

- 🔊 \Wow!    \Gosh!    \Great!    \Cheers!    \Boo!
- \underline{Super}!    \Crazy!    \Never!    \Splendid!    \Heavens!
- \underline{Rubbish}!    \Nonsense!    \Awesome!    \Marvellous!    \Wonderful!

## E2.2.4 Pair-work practice.

- 👤 ○ We've 'just got engaged.
- 👤 ○ She's had a 'baby boy.
- I got 'seventy percent.
- We won 'seven-nil.
- I 'missed the train.
- 👤 ○ 'Now they want us to re-register.
- 👤 ○ The 'sausages got burnt.
- 'Now he's crashed his car.
- And 'then the ceiling fell down.
- He 'couldn't make himself heard.
- 'How marvellous!
- But that's wonderful!
- 'Well done!
- 'What an achievement!
- 'How annoying!
- 'What a palaver!
- 'What a pity!
- 'Oh dear!
- 'What a disaster!
- 'How pathetic!

## 2) FALL-RISE



## E2.4.1 Listen and repeat.

- 👤 √Nearly.    √Partly.    I √think so.    He √says so.    I √hope so.
- √True.    √Soon.    √No.    Today.    Again.
- √Virtually.    √Happily.    Regrettably.    Reportedly.    Allegedly.

## E2.4.3 Listen and repeat.

- 👤 √Fortunately, | I was √wrong.
- 👤 √Then, | I saw a √dog.
- 👤 Today | we're 'going to do √grammar.
- 👤 Mrs √Ashton | will be 'taking the √children.
- 👤 As for √you, | I'll 'deal with you √later.

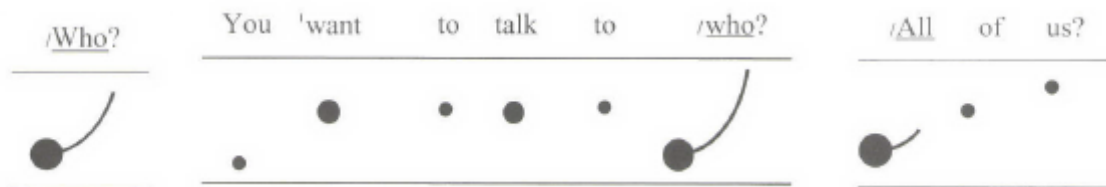
## E2.20.2 Pair-work practice.

- 'How d'you get to work?
- D'you enjoy your job?
- Are they really going to settle?
- 'What's the 'Lake District like?
- D'you 'like my new hat?
- √Usually | I 'take the train.
- √Frankly, | I loathe it.
- Apparently | they are.
- If the √weather's good, | it's marvellous.
- If you 'don't mind my √saying so, | it's terrible.

## E2.20.6 Performance practice: structuring a talk.

√First, | I'll give a 'short introduction.|| √Next, | I'll 'outline the problem.|| After √that, | I'll ex'plain how I tried to solve it.|| In the √fourth section, | I'll 'analyse my findings.|| And at the √end | I'll 'summarize what I've done.

### 3) RISE



#### E2.3.1 Listen and repeat.

- ☞
- |         |          |             |            |           |
|---------|----------|-------------|------------|-----------|
| /What?  | /Who?    | /Where?     | /When?     | /Eh?      |
| /Jim?   | /Madge?  | /Bill?      | /Bob?      | /Sue?     |
| /Never? | /Always? | /Thousands? | /This one? | /Carrots? |

#### E2.22.1 Pair-work practice: closed lists.

- |   |  |
|---|--|
| ○ 'Count from 'six to \ten.                           | • /Six,   /seven,   /eight,   /nine,   \ten. |
| ○ 'What are the 'last three letters of the \alphabet? | • /X,   /Y,   and \Z.                        |
| ○ 'How many people are \waiting?                      | • \Two:   /Ethan   and \Andy.                |
| ○ 'What's the \choice?                                | • Just /chicken   or \fish.                  |
| ○ 'When could I \see you?                             | • Well, /Monday   or per'haps \Tuesday.      |