1. **Importance of Intonation**
2. Gives the language its rhythm and
3. Helps the receiver of the information understand what the person is saying.
4. **What is Intonation?**

Intonation comes from stress on certain key words within a sentence, which give the sentence its meaning.

The key words are the:

1. nouns,
2. main verbs,
3. adjectives, and
4. other words, when needed.
5. **Syllabic v. Stress-timed Language (English)**

English is a stress-timed language. Many other languages are syllabic. See the table below demonstrating the difference.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SYLLABIC LANGUAGE** | | | | | |  | **STRESS-TIMED LANGUAGE** | | | | | |
|  |  |  |  |  |  | **STRESS** |  |  |  |  |  |  |
| John, | re | mem | ber | the | milk | **SYLLABLES/WORDS** | John, | re | mem | ber | the | milk |

***Example:***

I like bike riding in the park because it makes me feel joyful.

1. I like BIKE RIDING in the park because it makes me feel joyful.
   1. I don’t like DRIVING in the park; I like BIKE RIDING.
2. I like bike riding in the PARK because it makes me feel joyful.
   1. I don’t like bike riding to the STORE….
3. I like bike riding in the park because it makes me feel JOYFUL.
   1. I like riding in the park because it makes me feel joyful and not TIRED.
4. **INTONATION AND RHYTHM**

One of the most common ways to place emphasis on a word is to elongate (make longer) the main vowel sound in the word.

This helps the other person to understand and produces the RHYTHM of the language.

**METHODS TO IMPROVE INTONATION**

1. Use audio or video for which you have the transcript and students have a copy.

* 1. Students listen to the tape
  2. Students identify the nouns, main verbs, adjectives, and adverbs and mark them on the transcript.
  3. Teacher checks to see if all correct words are identified which the speaker emphasized.
  4. Students practice speaking along with the person on the tape and put emphasis on the same words as the speaker.
  5. Repeat until the students’ intonation matches with the person on the tape.
  6. Teacher listens for the students’ rhythm when they are speaking.
     1. Is the rhythm correct?
     2. Does it sound right?
     3. Is the student stressing the correct syllables in the words in the sentence?
     4. Is the student stressing the correct words in the sentence?

***Helpful Hints*:**

* *Start with simple sentences and work with them on the correct syllables/words to emphasize and why.*
* *Students read along with you.*
* *Assign this type of exercise as homework*
* *Search something like “English emphasis when speaking” and you will find sites with intonation exercises*.

1. Use rhymes, tongue twisters, songs
2. clap hands or
3. use some other physical means of expressing rhymes, tongue twisters, etc.

This can also be done when reading aloud in English. It is good practice for the students and helps to keep the rhythm of the language when speaking.