

# INTONATION

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# INTONATION

**HOW**  
**WE SAY THINGS**  
**rather than**  
**WHAT WE SAY**

- Intonation exists in all languages. Concept is neither new nor difficult.
- Native-speaker-level is not the goal.

# WHY TEACH INTONATION

- Awareness aids communication.  
(Difference it makes to meaning)
- Wrong intonation causes misunderstanding!
- As important as word choice.



# Say 'Hello'

- to a friend you meet regularly
- to a friend you haven't seen for 10 years
- to a neighbor whom you don't like
- to a 6 month old baby
- to someone doing what he shouldn't
- to know if someone is listening (phone)

# Class Activity

- Teacher: Sheela, say "Hello" to me.
- Student: "Hello" (*neutral, polite tone*)
- Teacher: Sheela, now say "Hello" to a friend.
- Student: "Hello" (*much more upbeat tone*)
- Teacher: Sheela, say "Hello" to an infant!!!
- Student: "Hello" (*exaggerated fall-rise tone*)
- Teacher: Sheela, say "Hello" to . . . . .

# SAY 'GOODBYE'

- to a member of your family departing at the airport.
- to someone who has been annoying you.
- to a child starting his very first day at school.
- to a boy/girl friend.
- to a colleague at the end of the training programme.



# SAY 'HOW ARE YOU?'

- to someone you haven't seen for 20 years.
- to someone who has recently lost a member of the family.
- to someone who is in hospital.
- to a colleague at the beginning of the day.
- to the head of your institution

# SAY THESE IN DIFFERENT WAYS

- Do we have to speak English?
- I never watch TV.
- I never go to pubs.
- What have you done?
- Hey, what is the problem?