

**ADULT ESOL LESSON PLAN**  
**LCP C - High Beginning**  
**PHONEMIC AWARENESS INFUSION**  
**Pronunciation of Intonation Patterns**

**Instructor Presentation – Handout A**

**ESOL Competencies:** 20.02 Demonstrate interpersonal communication skills  
34.01 Pronunciation of intonation patterns

**Objective:** Content focus- Demonstrate interpersonal communication skills and positive attitude in the workplace, practicing intonation patterns.

Language focus- Demonstrate the pronunciation features of intonation within sentences, applying rules for intonation, practicing accurate production.

**Goal:** To understand how to produce these pronunciation features, recognize the various intonation patterns within sentences, hear the sounds, produce them correctly when thinking about it, and practice correct pronunciation to be understood by others.

**Materials:** Handout A- Instructor’s Pronunciation Lesson  
Handout B- Student Reading Passage

**Procedures:**

**1. Explanation**

Intonation can determine grammatical meaning as well as the speaker’s attitude. Intonation is the rise and fall of your voice (melody) when you speak. Each language uses rising and falling pitches differently and has its own distinctive melody and intonation patterns. Intonation expresses meaning and we recognize and use intonation to determine meaning even before we interpret the actual words in a sentence or phrase. Intonation variations can change a speaker’s intended meaning and without realizing it, you can confuse your listener by using incorrect English intonation patterns.

**2. Articulation presentation and demonstration**

In English, every thought group has an intonation curve. The intonation rises or falls around the word in the thought group that receives the focus or focal stress (emphasis). Intonation patterns indicate whether the person is making a statement or asking a question; it can also indicate the person’s attitude, i.e. confident, doubtful, annoyed, or impatient.

Rising and falling intonation can have many different meanings, but it’s used most commonly to indicate questions and statements.

**Basic Intonation Patterns:**

A. **Statements and commands** use a falling intonation on the last content word in the thought group.

**Examples:** Thanks for helping **me**. (falling)

Do it later **today**. (falling)

B. **Yes/No questions** use a rising intonation usually on the last content word in the question.

**Example:** Nice day today, isn't **it**? (rising)

C. **Information questions using *wh*-questions** have a special intonation pattern. On the last content word in the question, use a rising intonation and then finish the sentence with a falling intonation.

**Examples:** *Where* are you going? **go (rise) ing (fall)**

*Who* does she want to talk to? **talk (rise) to (fall)**

D. **Neutral, everyday intonation** shows little emotion.

**Example:** Have a good day.

E. **Enthusiastic or happy intonation** rises and falls sharply and focal stress may change. The speaker may also speak more quickly and loudly.

**Example:** **THAT** was a **GOOD** answer!

F. **Angry intonation** also has sharp changes. Usually the intonation of the sentence begins with a much **lower intonation and then falls further**. Words are spoken quickly with strong emphasis.

**Example:** **THAT** was (lower) a good answer. (falling)

**3. Reading Infusion (see Handout B)**

A. Read aloud with the class two times. Pronounce the bolded words loud and strong, with emphasis to reinforce the placement of focal stress and noting the rising and falling intonation.

B. With a partner, read the passage aloud with normal stress (emphasis) and intonation (expression). Think about the patterns demonstrated and modeled by your teacher in the lesson as you read. Listen for the correct pronunciation and accurate stress placement of content and function words and intonation patterns. Your partner will tell you if s/he hears the correct sounds and understands your pronunciation.