

6.4.2 Lesson 6 Part B: Discussion of the first part of chapter 4 of *Spoken and written language*

In the second part of the lesson we will discuss pp. 46–54 of chapter 4 ('Spoken language: prosodic features') of *Spoken and written language*. (See 6.2 and 6.3 above.)

6.4.3 Lesson 6 Part C: Listening exercise

In the third part of the lesson we will do a listening exercise, which is designed to sensitize students to English intonation patterns.

Note: Intonation is a very complex phenomenon; like grammar, it needs to function below the level of consciousness in order to function well. Some students find intonation 'difficult', and the difficulty typically takes one of several different forms:

Some students simply go on speaking English with the intonation patterns of their native language; but although native speakers of English are capable of making allowances for a 'foreign accent' ("she can't possibly have meant what she said, because that would be unspeakably rude"), they tend *not* to do so where intonation is concerned ("she meant exactly what she said, and is simply being rude!"). So it is in your interests to take English intonation seriously!

Other students simply 'pick up' English intonation unconsciously, and use it perfectly; but as soon as they are asked to produce a particular intonation contour on demand (or, a simpler task: to repeat an intonation contour that has just been recited to them), they fail abysmally.

Other students again can repeat an intonation contour they have just heard, but are incapable of using that contour when the situation demands it.

And a small number of students are capable of producing exactly the intonation contour they consciously set out to produce—and then prove to be incapable of producing it *unconsciously* when it is needed.

The upshot of all this is: DON'T PANIC!!! :-)