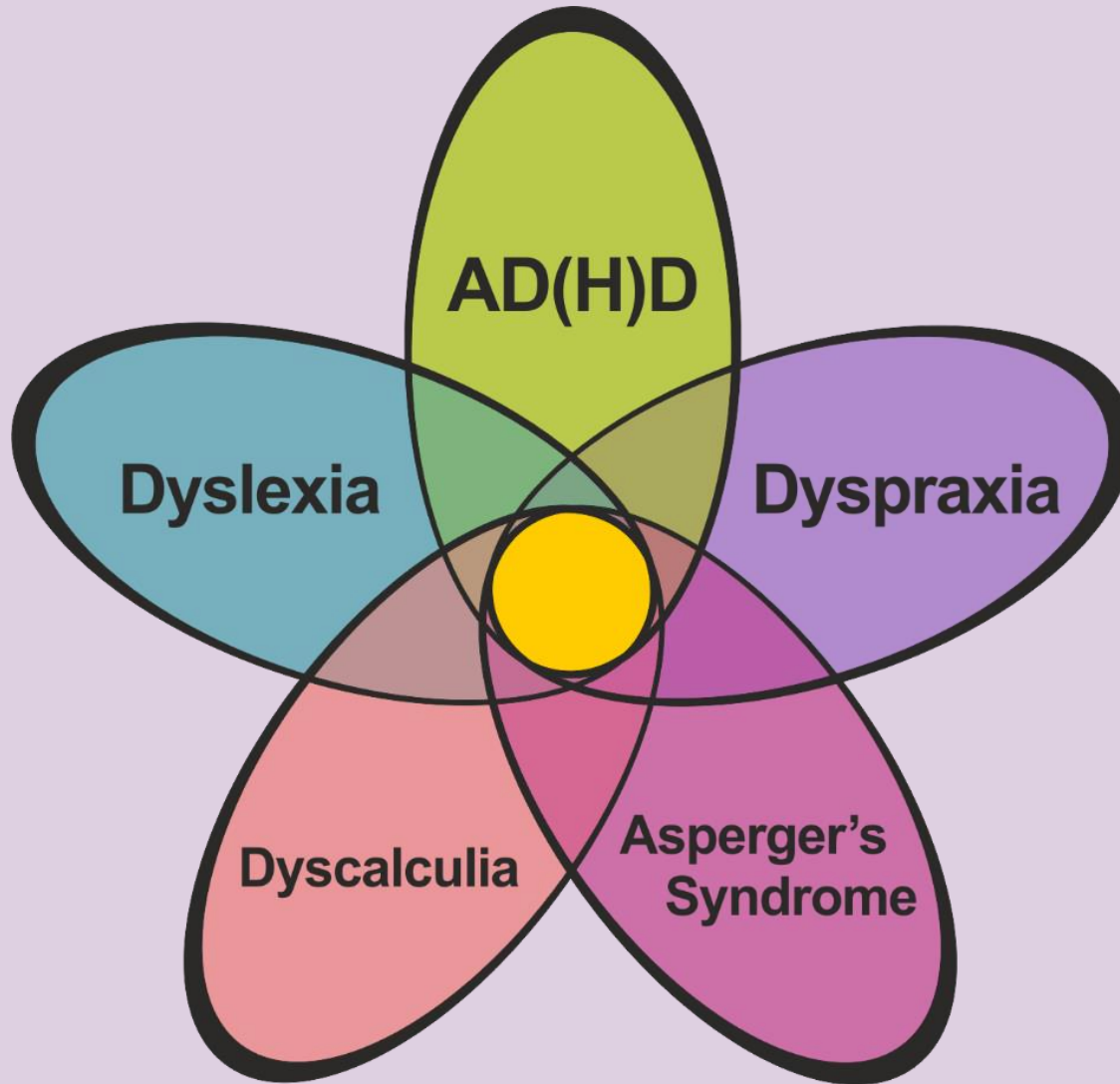
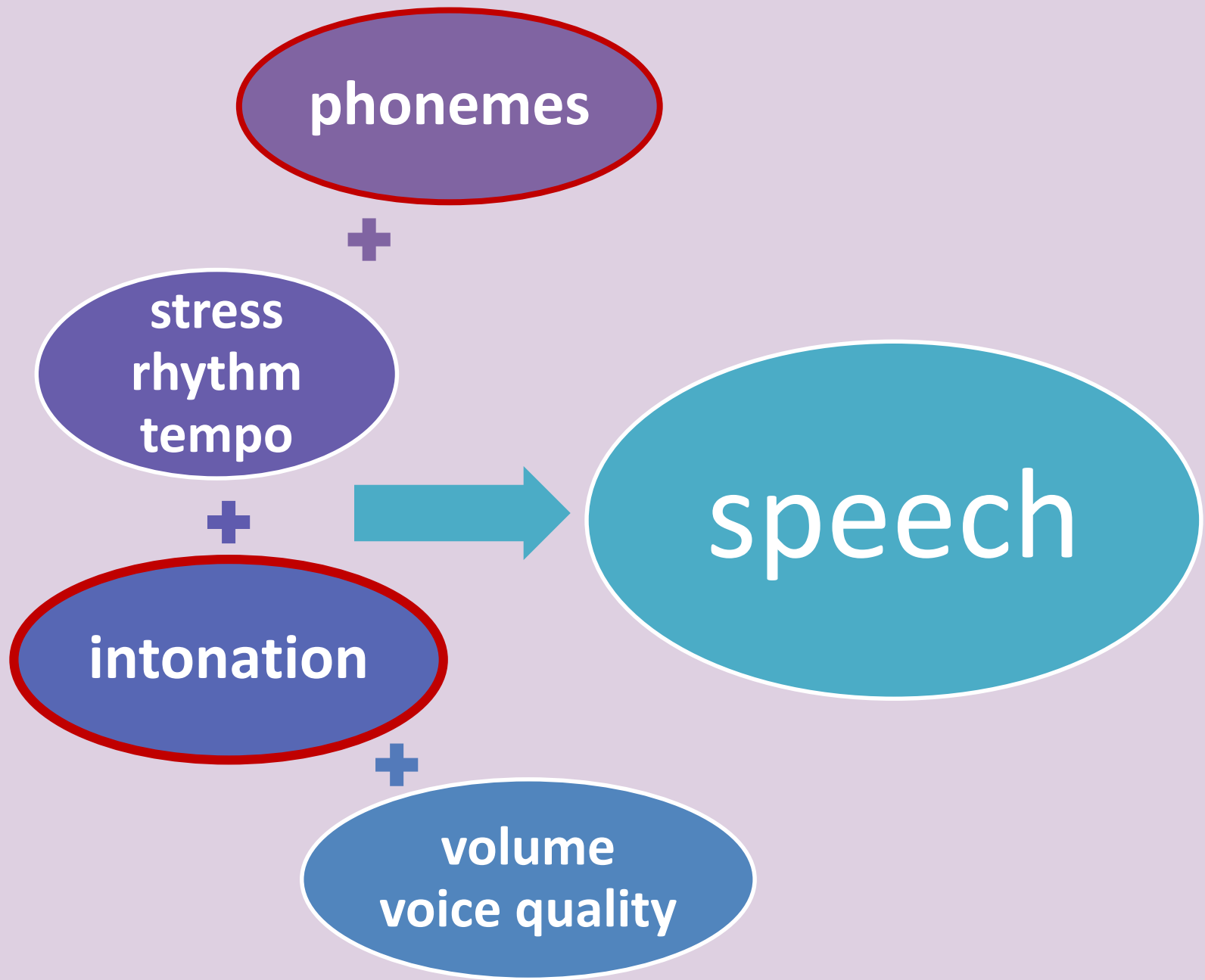


**Using musical activities  
to raise  
phonological awareness**

**Dr. Anne Margaret Smith**

# neurodiversity





**Intonation:**  
perceiving  
and producing  
pitch changes

# Intonation – perception (a)

Listen to this melody and draw the way the pitch changes.



# Intonation – perception (b)

Now listen to this exchange.

What did the speakers say?

(choose an option from the list on your handout)

How did you know?

**Intonation** – using it to show...

grammatical information:

They're here?

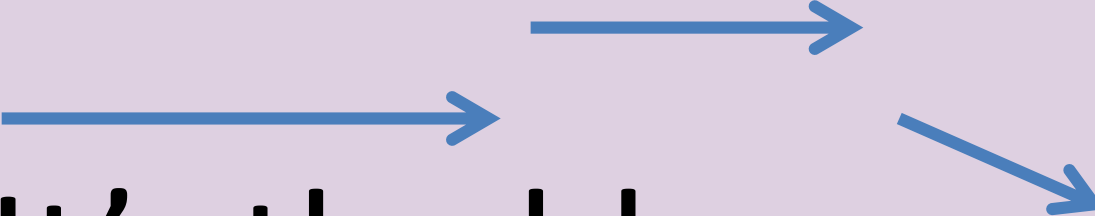


They're here!



**Intonation** – using it to show...

significant information:



It's the blue car.

The diagram illustrates the intonation pattern for the sentence "It's the blue car." It features three blue arrows: a long horizontal arrow under "It's", a shorter horizontal arrow under "blue", and a downward-sloping arrow under "car", indicating a falling intonation on the final word.



It's the blue van.

The diagram illustrates the intonation pattern for the sentence "It's the blue van." It features a long horizontal blue arrow under "It's the blue" and a blue arrow that rises and then falls under "van", indicating a rising intonation on the final word.



# Intonation – using it to show...

the emotional state of the speaker:



yes

no



**Phonemes:**  
connected speech

# Wo negg



# Mega reggs



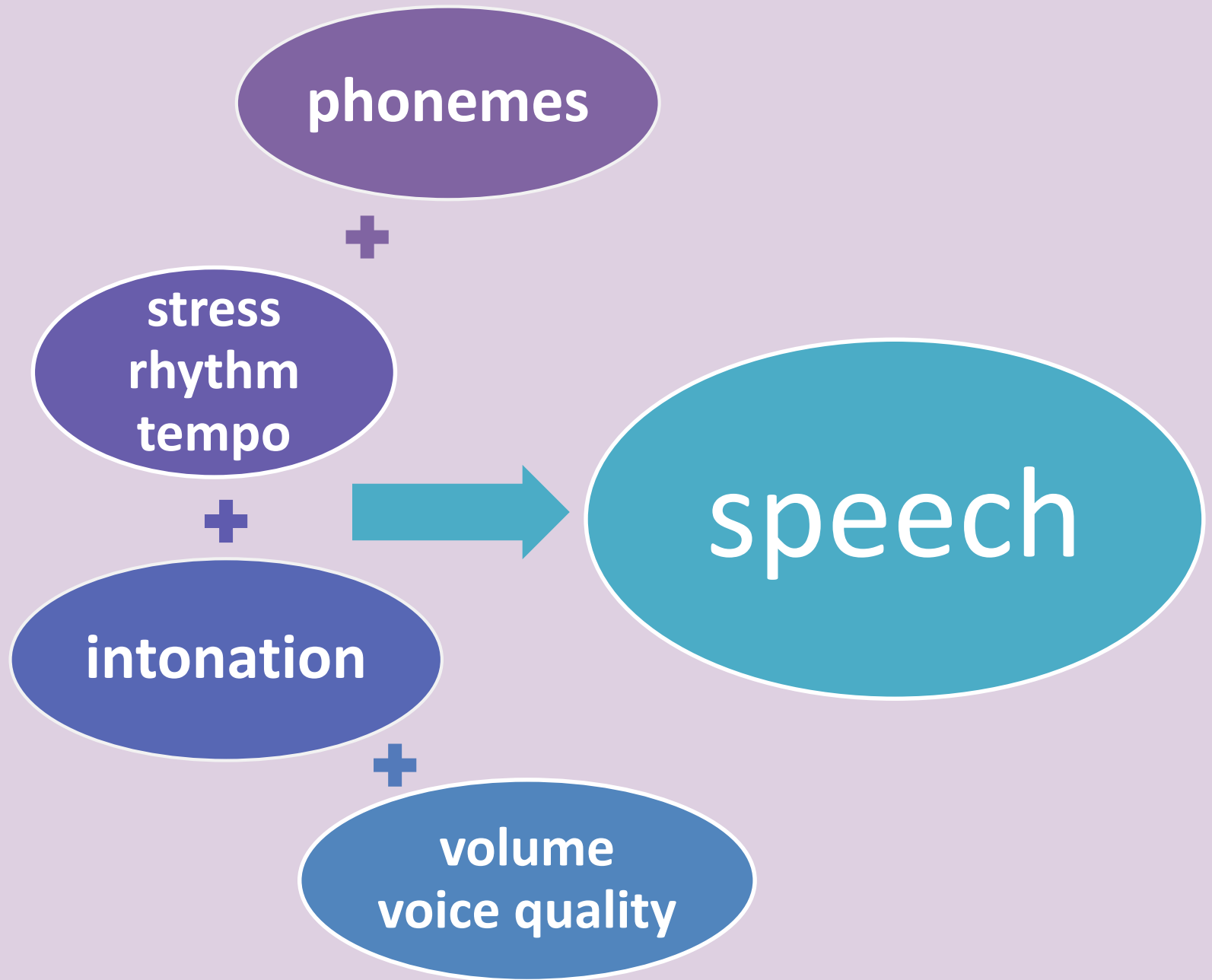
fie veggs

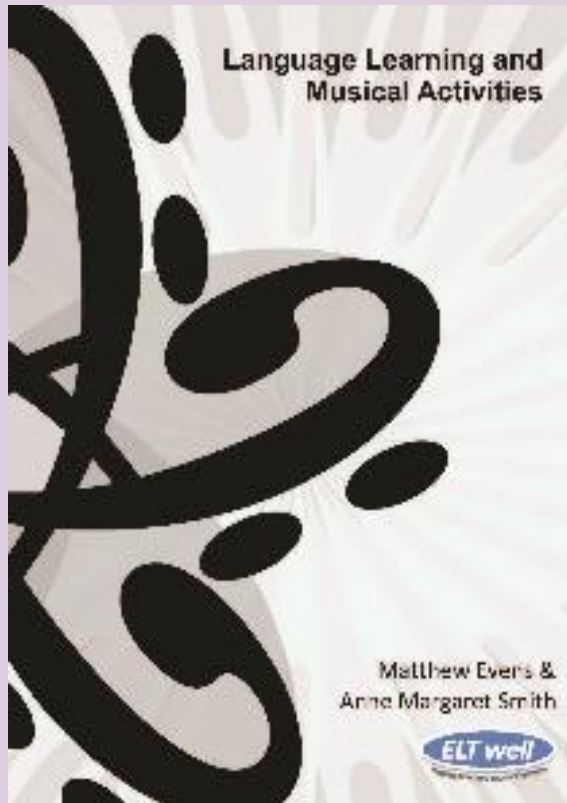
five  
eggs

# Mega reggs

Elicit the rules of connected speech  
(when the second word begins with a vowel sound):

If the first word ends with	example	connection
a consonant sound	an, five, six, this, four	the consonant sound
	two	/w/
a front vowel		/j/





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