

StartUp 4
Pronunciation

Unit1 – Lesson2
Page9

TO THE TEACHER

Teach your students the concept of "intonation in compliments".

Intonation in compliments

Sometimes *how* we say something is as important as *what* we say. When we give a compliment, the intonation jumps up high to emphasize the important words and then falls at the end of the sentence. If the intonation falls but then rises a little at the end, it can sound like we're going to add a negative idea beginning with a *but*.

Play the video once and focus on the concept you have already taught.



Watch the video and pay attention to the “intonation in compliments”

Video source: StartUp4. Pronunciation. Unit1. Lesson2

3 PRONUNCIATION

A ▶01-10 Listen. Notice the intonation. Then listen and repeat.

That's a beautiful **necklace**. (I love the color.)

That's a beautiful **necklace**. (But it's too thin.)

That's a great **idea**. (Why didn't I think of that?)

That's a great **idea**. (But it won't work.)



Play the audio. Ask your students to do the task. Then ask them to repeat the correct pronunciation chorally and individually.

3 PRONUNCIATION

B ▶01-11 Listen. Notice the intonation. Circle the sentence that the speaker might say next.



1. I like your sunglasses.
   a. They look great on you.
   b. But they're too big.
2. That's a really nice tie.
   a. It's very cool.
   b. But it doesn't look good with that shirt.
3. I like your ring.
   a. It looks really good on you.
   b. But I like your other ring better.
4. Your watch is very cool.
   a. I love it!
   b. But it's not my style.

Ask your students to read the part focusing on pronunciation.

3 PRONUNCIATION

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READ THE SENTENCES AND PAY ATTENTION TO THEIR PRONUNCIATION.