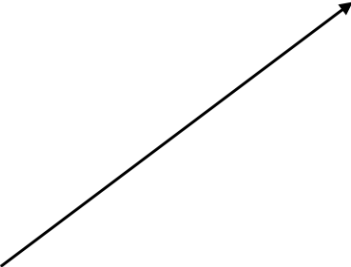
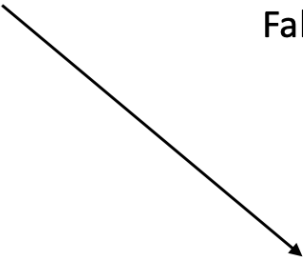


Appendix A: Diagram

Rising



Falling



Appendix B: Statement paper

The follow sentences are all statements. If read with a falling intonation, they will sound like facts. However, if they are read with a rising intonation, they will sound uncertain, or like questions, as if the speaker is asking for clarification.

Part 1

(Steps 2 and 3 guide in parentheses)

Sarah failed her test. (falling – certain statement)

It’s already 6 o’clock. (rising – I can’t believe it – I thought it was earlier.)

He ate all the ice cream. (rising – I can’t believe it – that was a lot of ice cream.)

The office closes at 1:30. (falling – certain statement)

We aren’t going out for dinner tonight. (rising – I’m surprised – I thought we were going out.)

She has eight cats. (rising – I can’t believe it – that’s a lot of cats.)

They don’t like chocolate. (falling – certain statement)

It’s going to snow tomorrow. (rising – I didn’t know that and can’t quite believe it.)

There’s no more money. (falling – certain statement)

John got an A in math. (rising – I’m surprised – I didn’t think he was a good student.)

Part 2

(These sentences are provided to students. Students are instructed to choose whether to read the sentence in a rising or falling intonation, and their partner must identify the appropriate intonation and respond appropriately.)

Set 1

	Student A (Choose to read with a rising or falling intonation.)	Student B (Listen carefully and respond with the correct option.)	
		If you hear a rising intonation:	If you hear a falling intonation:
1	We’re going to have a vocabulary test tomorrow.	Yes, everyone knows – haven’t you been studying?	Right, I’ll make sure to be ready.
2	Nobody knows the password.	I guess not – we’ll have to call someone.	That’s not good.
3	Taro ate 50 plates of sushi.	Yes, he did! I guess he was hungry.	Wow! I can’t even imagine that.
4	He’s not coming back.	No, I guess not.	Well, then we’ll have to do it ourselves.
5	The test takes three hours.	Yeah, didn’t you know that?	I’ve heard – I guess it’s going to be a long day.

Set 2

	Student A (Choose to read with a rising or falling intonation.)	Student B (Listen carefully and respond with the correct option.)	
		If you hear a rising intonation:	If you hear a falling intonation:
1	Class will finish 30 minutes early today.	Yes, the teacher told us yesterday.	That's great news.
2	The train's going to be late.	Yes, they just made an announcement.	Oh no – I hope it doesn't take too long.
3	The cafeteria is going to be closed for the rest of the semester.	Don't you remember – they told us about this months ago.	I know – what a shame.
4	Mr. Smith is 40 years old.	I couldn't believe it either – he looks quite young.	Wow! I thought he was much younger than that.
5	The kids stayed up until 2 AM.	Yes, they did – and now I have a headache!	Oh my! I hope they'll be alright today.