

Intonation with Parallel Structure

Task A. Write the word pairs. Then practice reading them aloud. Use rising intonation on the first word and falling intonation on the second.

1. **salt and** _____



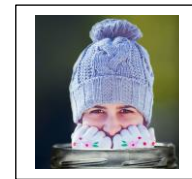
2. _____ **and shoes**



3. **bread and** _____



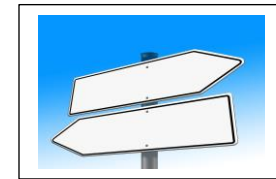
4. **hat and** _____



5. _____ **and go**



6. **back and** _____



Task B. Use the most logical words to complete each quote. Then practice reading them aloud. Follow your teacher's model.

Quotes from US Presidents

some other time

become

purpose

to explain

1. "If your actions inspire others to dream more, learn more, do more and _____ more, you are a leader."

2. "It is easier to do a job right than _____ why you didn't."

3. "Efforts and courage are not enough without _____ and direction."

4. "Change will not come if we wait for some other person or _____."



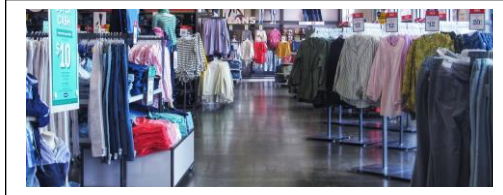
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Task C. Be logical! Use your own ideas to complete each statement. Be sure to use parallel structure. Read your text aloud.

1. You want to return a pair of jeans to the store. You'll need the item with the tags on **and**

_____.



2. You're ordering a pizza. You can either eat at the restaurant **or** _____

_____.



3. If you're under 18 in the United States, you can **neither** vote **nor** _____

_____.

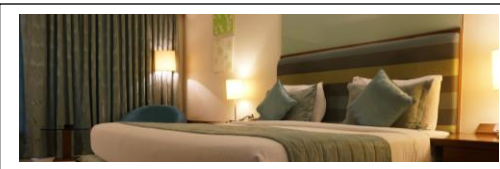


4. You're picking up a friend from the airport. You need to know **whether** the plane is on time **or** _____.



5. As a guest in a hotel, you **not only** can ask for more towels and pillows, **but** you can **also**

_____.



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Directions for the teacher:

Task A.

Complete the word pairs. Then model the intonation: rising on the first word and falling on the second.

1. salt and pepper
2. socks and shoes
3. bread and butter
4. hat and gloves
5. stop and go
6. back and forth

You can practice additional combinations. Test students' familiarity with other word pairs. You can quiz students using a round robin or gamify the task and split them into two teams.

- | | | |
|--------------------|--------------------------|----------------------------------|
| 7. up and [down] | 11. give and [take] | 15. in and [out] |
| 8. hot and [cold] | 12. now and [then] | 16. from time to [time] |
| 9. wait and [see] | 13. morning and [night] | 17. rain or [shine] |
| 10. touch and [go] | 14. from top to [bottom] | 18. Roger that. Over and [out].* |

*Used to signal the end of radio communication.

Recommended for self-study: [YouTube video on Word Pairs](#).

Task B. Answers. Ask students to identify the parallel structure. The model the intonation.

1. "If your actions inspire others to dream more, learn more, do more and **become more**, you are a leader." [You can use a low rise or fall-rise on the series of verb phrases.]

2. "It is easier to do a job right than **to explain why you didn't.**"

3. "Efforts and courage are not enough without **purpose** and **direction.**"

4. "Change will not come if we wait for some other person or **some other time.**"

Task C. Students can work alone or with a partner to complete the texts. Have volunteers read the texts aloud. Encourage appropriate intonation. Focus on sentence stress and intonation. Suggested answers:

1. the receipt
2. take it home/ carry it out
3. get married (in most states)/ buy alcohol/ buy tobacco/ check into a hotel
4. delayed
5. order room service/ use the hotel pool/ use the hotel gym