



Institut Pendidikan Guru Kampus Dato' Razali Ismail

Stress and Intonation in English

A 2 hour workshop for PISMP Semester 2 August 2012

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Facilitator's Manual

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Stress and Intonation in English

2-hour workshop for PISMP Semester 2 at IPGKDRI August 2012

Introduction

This is a 2-hour workshop for 132 students in PISMP Semester 2, along with their lecturers.

As this is a large group, the workshop will be held in the DUO, and it will be impossible to do group work, although pair-work is possible. Nevertheless, it is intended to be an activity-based session.

Objectives

Participants will:

- Understand and apply the rules and guidelines for word stress for simple and complex words
- Understand the underlying patterns of sentence stress
- Learn the terms and conventions associated with describing intonation
- Participate in activities to reinforce learning
- Complete a test to indicate understanding.

Materials

Facilitator needs

- PowerPoint presentation, LCD
- Extra microphones for participants

Participants need

- Participant's notes and worksheets module
- Writing materials
- An icon

Procedures

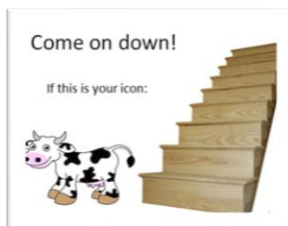
Note: PowerPoint thumbnails are included in facilitator's notes.



Although in this workshop there are a large number of participants seated in a lecture-style arrangement, this is still a *workshop* and participants will be expected to complete activities along the way, and there will also be a small examination at the end.

?

Look for your icon. When you see your icon on the screen, it will be your turn to come down the front and answer a question. There are four people with each icon.



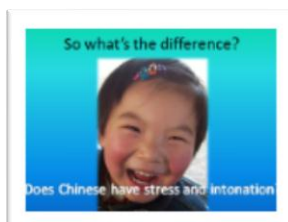
This is the first icon selected. Will these four people please quickly come down to the front?



How does stress and intonation work in BM?

Is it the same? How is it different?

(In BM the word order is altered rather than changing intonation – so I hear.)



What about Chinese? How does stress and intonation work in Mandarin, or Hokkien? *(Any comments from participants.)*



Because stress and intonation do not have the same function in other languages (BM, Chinese, ...) people don't always realise how important it is for speaking well and being understood in English.



Learning the phonemic sounds of English is only the beginning. We need to also master the syllable stress in words, the word stress in sentences, and the intonation that is linked to the word stress.



So first of all we are going to look at Word stress.



Getting word stress wrong can cause a lot of misunderstandings.
(For example ...)



So what do we mean by “stress”? The stressed syllable in a word is: longer, louder, and at a higher pitch.



Four people with this icon please come to the stage.



What does un-stress sound like? Besides being shorter, quieter, and lower in pitch, unstressed vowel sounds often (but not always) tend to be pronounced as a ‘schwa’. This, of course, can cause spelling difficulties.

Word Stress

There are always irregularities and words that appear to break the 'rules' especially when talking about stress. However there are some useful guidelines to refer to when facing an unfamiliar word and wondering how to pronounce it.

Words with 2 Syllables



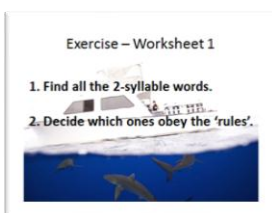
Words with 2 syllables – these are the hardest to make rules about.



Most 2-syllable nouns and adjectives have stress on the first syllable. (Not a very reliable rule!)

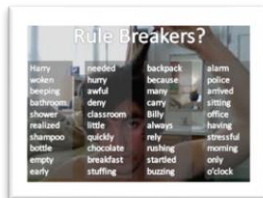


Most 2-syllable verbs have stress on the second syllable. This is, of course, talking about the base form of the verb.

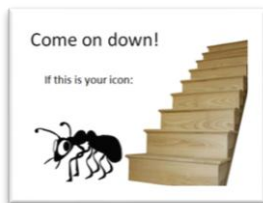


Look at Worksheet 1. List all of the words from the paragraph which have two syllables. Write the part of speech (noun, verb, adjective, adverb ...) for each one. Are there any words that keep this rule / break this rule?

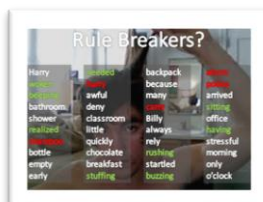
Rule Breakers



Which of the 2-syllable words are **Rule Breakers**?



The four people with this icon will come down and share their answers.



There are a lot of verbs with 2 syllables, but they are not 2-syllable verbs, as in having 2 syllables in the base form. However there are several other verbs which do not follow the rule – can we make a rule about them? And there are a few nouns which break the rule.

Heteronyms



Heteronyms are words with two different pronunciations and different meanings. Now the rule about 2 syllable nouns/adjectives/verbs becomes meaningful.



Four people with this icon please come quickly down the front.



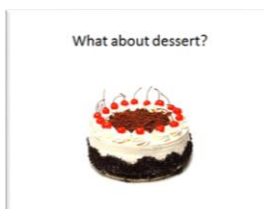
How do you pronounce this word? 'desert', the noun.



What about this word? 'desert island' – is it still a noun? How is it a desert?



How do you pronounce this one? 'desert', the verb.



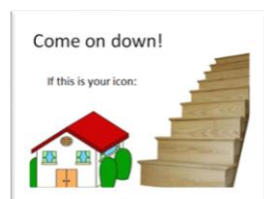
This is a different spelling of the same sounding word. How is it pronounced?



Please look at Worksheet 2 in your workbook. These words all have a noun form and a verb form.



These few words also have an adjective form.



The people with this icon can now come down and share their answers.

Worksheet 2: 2-syllable heteronyms

Look at the words in the 2 tables below. They are all heteronyms.

Try saying both words with the person sitting next to you.

Noun (1st syllable stress)	Verb (final syllable stress)
Export	Export
Compound	Compound
Object	Object
Address	Address
Combat	Combat
Insult	Insult
Decrease	Decrease
Conduct	Conduct
Protest	Protest
Permit	Permit
Transport	Transport
Desert	Desert

Noun (1st syllable stress)	Adjective (mostly 1st syllable stress)	Verb (final syllable stress)
Present	Present	Present
	Perfect	Perfect
	Frequent	Frequent
Content	Content (<i>final syllable stress</i>)	

Write sentences for 3 pairs of words, demonstrating the different word class.

1. WORD

1A. noun / verb / adjective

.....
.....

1B. noun / verb / adjective

.....
.....

2. WORD

2A. noun / verb / adjective

.....
.....

2b. noun / verb / adjective

.....
.....

3. WORD

3A. noun / verb / adjective

.....
.....

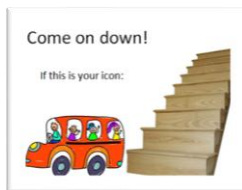
3B. noun / verb / adjective

.....
.....

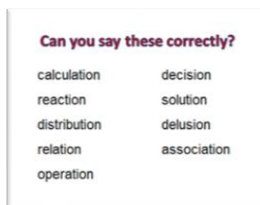
Rules for Longer Words



Word stress is attracted to certain syllables, and sits next to it. When a word contains a syllable with '-tion' (in all its forms) the stress falls on the syllable just before. This is also true for words that contain '-ic'.



If this is your icon, please come down to the front.



The four participants now try saying these words correctly.
(click to show answers)



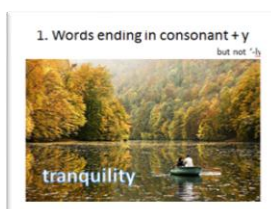
Four people with this icon, please come down the front.



The four participants now try saying these words correctly.
(click to show answers)



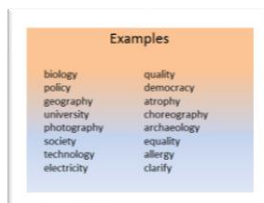
3rd last rules: A lot of longer words are affected by a 3rd last rule. This means that the stress falls on the Ante-Penultimate syllable.



Words ending in a consonant + y – except for '-ly' have stress on the 3rd last syllable. For example the word 'tranquility'.



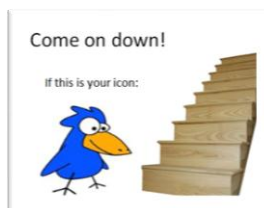
The four people with this icon can come down and try saying these words.



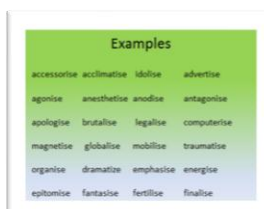
Try saying each of these with stress on the 3rd last syllable.



Words that end in '-ise' (or American '-ize') the stress falls on the 3rd last syllable. An example is the word 'organise'.



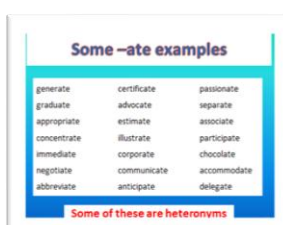
People with this icon please come to the front and try saying these words.



Try saying these words with the stress on the 3rd last syllable.



Words ending with '-ate' also have stress on the 3rd last syllable. An example is 'concentrate'.



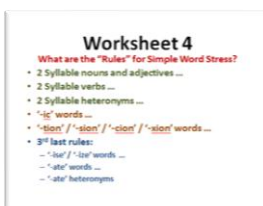
Here are some examples. Try saying them with the person sitting next to you. You may (should) have some difficulties because many of them are heteronyms and you can't know how to say them without a context.



These '-ate' words are heteronyms. Look at Worksheet 3.



The people with this icon can come and share their answers to worksheet 3.



Worksheet 4 is an opportunity to revise all of the rules we have just learnt.

Worksheet 3: '-ate' heteronyms

<u>Noun</u>	<u>Verb</u>
graduate	graduate
advocate	advocate
separate	separate
appropriate	appropriate
estimate	estimate
associate	associate
delegate	delegate

Write sentences for 2 pairs of words, demonstrating the different word class.

1. WORD

1A. noun / verb / adjective

.....

.....

1B. noun / verb / adjective

.....

.....

2. WORD

2A. noun / verb / adjective

.....

.....

2b. noun / verb / adjective

.....

.....

Worksheet 4: Revision of Word Stress Rules

State the following rules:

1. 2 Syllable nouns and adjectives

.....

2. 2 Syllable verbs

.....

3. 2 Syllable heteronyms

.....

4. '-ic' words

.....

5. '-tion' / '-sion' / '-cion' / '-xion' words

.....

6. '-ise' / '-ize' words

.....

7. '-ate' words

.....

8. '-ate' heteronyms

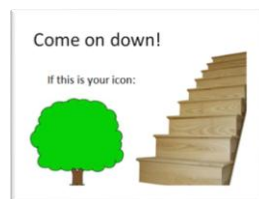
.....

Secondary stress

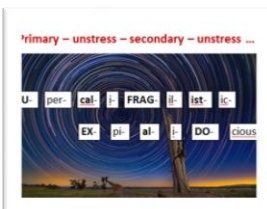


We don't like to go more than two syllables without some stress! (In words that use the 3rd last rule, for example, the last two syllables are unstressed.) So in longer words a secondary – weaker – stress is used on syllables in between.

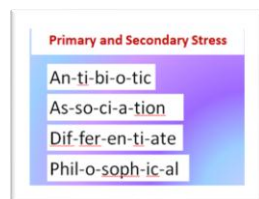
Can you work out the stress on this word? Look at Worksheet 5.



Come on down if this is your icon and try saying this word.



Here is the answer.



Here are some normal longer words that use secondary stress. Can you work out where the primary and secondary stress are?
(click for answers)

Worksheet 5: Secondary stress

Stress alternates with unstress, primary stress alternates with secondary stress.

1. Divide this word into syllables using /.
2. Mark stressed syllables.

3. Mark primary stress ☐ and secondary stress _____.

Supercalifragilisticexpialidocious

Compound Words



Compound words are formed by joining two other words to create one. Sometimes these words are written with a hyphen, sometimes without – the rules here are unclear.

Firstly, when the compound word is a noun ..



Just like in the simple words, the first half of the word carries the stress. Compare this with the same two words as an adjective and noun.



When the compound word is an adjective ...



It depends whether it is formed from two adjectives, or a noun plus an adjective forming a compound adjective.



Sometimes we can become confused between phrasal verbs, and compound words made up of the same two parts. They are different.



Here are some examples. Look at your Worksheet 5.

Worksheet 6 - Compound Words

Use underlining to show the correct stress on these compound words which have been given in a sentence to make the word class obvious:

1. I heard a blackbird singing.
2. Put the seedlings in the greenhouse until they are taller.
3. He is a bad-tempered old man.
4. My grandparents are a little old-fashioned. (2 words)
5. I don't understand what you mean.
6. The water will overflow and come out through this overflow pipe. (2 words)
7. I need to go to the supermarket before I leave for the airport. (2 words)
8. He is waiting at the bus-stop on the main highway. (2 words)
9. He came straight out of the swimming-pool and into the living-room to answer the telephone. (3 words)
10. This raincoat isn't waterproof. (2 words)
11. Traffic-lights are confusing because I'm colour-blind. (2 words)
12. What's he like? Well he's easy-going, and good-looking, very self-confident and always well-dressed. (4 words)

Worksheet 6 - Compound Words, answers

Use underlining to show the correct stress on these compound words which have been given in a sentence to make the word class obvious:

1. I heard a blackbird singing.
2. Put the seedlings in the greenhouse until they are taller.
3. He is a bad-tempered old man.
4. My grandparents are a little old-fashioned.
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10. This raincoat isn't waterproof.
11. Traffic-lights are confusing because I'm colour-blind.
12. What's he like? Well he's easy-going, and good-looking, very self-confident and always well-dressed.

Sentence Auction

This activity is a 'Silent Auction'. A number of sentences are offered 'for sale'. Participants are invited to place bids, based on the worth of each sentence.

Long words in each sentence will have their stress marked – correctly or incorrectly. There will be other errors in some of the sentences.

- A sentence that is completely correct is worth RM100.
- An incorrect sentence is worthless. (RM 0)
- Any amount bid on an incorrect sentence will be subtracted from the total winnings.

However, if participants are unsure whether the sentence is totally correct or not, they may choose to bid smaller amounts, depending on the level of their confidence about the sentence.

Participants have an imaginary RM 800 to spend on the 20 sentences.

Instructions:

1. Participants examine the 20 sentences and decide which ones are completely correct. They place bids of between RM10 and RM100 in the 'bid' column next to each sentence.
2. Facilitator reads the sentences aloud, carefully pronouncing the long words complete with correct or incorrect stress. Participants check their bids.
3. Participants swap their pages with someone else for checking and marking.
4. Facilitator carefully reads each sentence and discusses / announces which are correct / incorrect and why.
5. Participants mark the paper in front of them. For correct sentences the amount bid is re-written in the 'Correct' column. For incorrect sentences the amount bid is re-written in the 'Incorrect' column.
6. Participants then add each column separately, and the total 'incorrect' is subtracted from the total 'correct'.
7. Hand sheets back to original participants and ask who has the highest score. (Award prizes)

Participant's Worksheet and Sentences Worksheet is below.

Sentence Auction: (Participant's Worksheet)

Instructions:

- A sentence that is completely correct is worth RM100.
- An incorrect sentence is worthless. (RM 0)
- Any amount bid on an incorrect sentence will be subtracted from the total winnings.

Long words in each sentence will have their stress marked – correctly or incorrectly. There are other errors in some of the sentences.

You have **ONLY RM 800** to bid. You do not have to bid all of it. There are 20 sentences.

Bid on every sentence, but don't bid more than RM 800 altogether. If you 100% sure that a sentence is 100% correct you can bid up to RM 100 on that one sentence. If you are not totally sure, bid on the sentence according to your confidence – RM0 / RM10 / RM20 / RM30 / RM40 ... RM100.

Number	Sentence	Bid	Correct	Incorrect
1	I keep <u>sneeze</u> ing <u>becau</u> se I am <u>allergy</u> to <u>flow</u> ers.			
2	Sam's job is the <u>distrib</u> ution of <u>letter</u> s and <u>par</u> cel <u>s</u> .			
3	Ali was <u>up</u> set because he saw the <u>art</u> icle as an <u>ins</u> ult.			
4	There has been a <u>ste</u> ady <u>de</u> crease in the <u>num</u> ber of <u>gra</u> duates.			
5	<u>Molly</u> had a <u>ve</u> ry bad <u>re</u> action to the <u>med</u> ication.			
6	The <u>econo</u> mical is <u>suff</u> ering with the <u>glo</u> bal <u>fin</u> ancial <u>cr</u> isis.			
7	<u>Arif</u> wants to do <u>pho</u> tography when he is <u>ol</u> der.			
8	<u>Hope</u> fully I will get a <u>cert</u> ificate when I <u>com</u> plete this course.			
9	She is <u>over</u> weight <u>becau</u> se her <u>met</u> abolism is <u>sl</u> uggish.			
10	Could you please <u>clar</u> ify your <u>stat</u> ement <u>ab</u> out the <u>ab</u> olition of <u>to</u> bacco?			
11	Please don't <u>des</u> ert me, I hate <u>be</u> ing <u>iso</u> lated and <u>al</u> one.			
12	All of my friends and <u>rel</u> atives will <u>att</u> end the <u>re</u> ception.			
13	Politicians <u>adv</u> ocate <u>ex</u> ports to <u>mul</u> tiple <u>cou</u> ntries.			
14	I would like to be <u>pre</u> sent at your <u>se</u> minar.			
15	You should <u>add</u> ress the Queen as "Your <u>M</u> ajesty".			
16	Where did you go for your <u>sum</u> mer <u>vac</u> ation?			
17	The boss <u>in</u> formed me that he would <u>in</u> crease my pay.			
18	This <u>pic</u> ture <u>epi</u> tomises the work of our <u>com</u> pany.			
19	My son is <u>stu</u> dying <u>soci</u> ology at <u>uni</u> versity.			
20	Don't poke the <u>ti</u> ger <u>becau</u> se you will <u>an</u> tagonise it.			
	Total each column			
	Correct total minus Incorrect total			

Key to Sentences

1. I keep sneezing because I am allergy to flowers. *Incorrect – should be allergic.*
2. Sam's job is the distribution of letters and parcels. *Correct*
3. Ali was upset because he saw the article as an insult. *Incorrect – should be insult.*
4. There has been a steady decrease in the number of graduates. *Correct.*
5. Molly had a very bad reaction to the medication. *Correct.*
6. The economical is suffering with the global financial crisis. *Incorrect – should be economy.*
7. Arif wants to do photography when he is older. *Incorrect – should be photography.*
8. Hopefully I will get a certificate when I complete this course. *Correct.*
9. She is overweight because her metabolism is sluggish. *Correct.*
10. Could you please clarify your statement about the abolition of tobacco? *Incorrect – should be abolition.*
11. Please don't desert me, I hate being isolated and alone. *Incorrect – should be desert.*
12. All of my friends and relatives will attend the reception. *Correct.*
13. Politicians advocate exports to multiple countries. *Correct.*
14. I would like to be present at your seminar. *Correct.*
15. You should address the Queen as "Your Majesty". *Correct.*
16. Where did you go for your summer vacation? *Incorrect – should be vacation.*
17. The boss informed me that he would increase my pay. *Incorrect – should be increase.*
18. This picture epitomises the work of our company. *Correct.*
19. My son is studying sociology at university. *Correct.*
20. Don't poke the tiger because you will antagonise it. *Correct.*

Sentence Stress



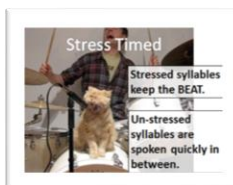
Not only is there stress on one syllable in every word, but only certain words within a sentence carry sentence stress, and this is also very important for understanding the meaning of the sentence.



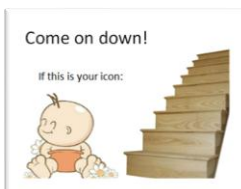
Some languages are generally syllable timed, and others are essentially stress timed. This is an important difference between English, and languages like BM and Chinese.



In a syllable timed language, each syllable takes up the same amount of time. It doesn't mean there is no stress or intonation, just that the timing of the spoken language is different.



In a stress timed language such as English, the stressed words form the framework of the language, like the beat in music. Other words are squeezed in between.



The people with this icon can come down and help us to practise this.



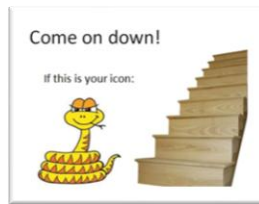
Here is a simple sentence where each of the words is stressed. We can also add a number of extra function words and the timing of the sentence remains the same.



Generally there are some words that carry stress – we call them 'Content Words', and others that generally are not stressed – these are 'Function Words'. Of course, there are situations when this is not so.



Several words in the sentence may be stressed. However the most important is the tonic syllable – this important to recognise because this is also where the intonation is also affected.



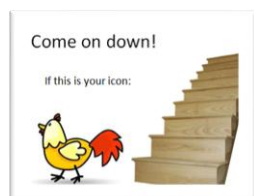
The people with this icon can come down to practise a few sentences.



Can you recognise the tonic syllable in each of these sentences – in normal speech – and say them appropriately?



In some situations a different word holds the tonic syllable in order to emphasis a point.



The people with this icon can come down to practise these sentences.



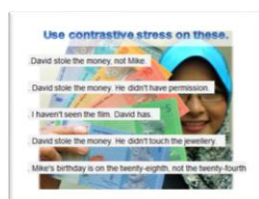
Try saying these sentences with the emphatic stress as marked.



Another type of emphatic stress occurs when we need to contrast between two points.



The people with this icon can come down and practise this point.



Read these sentences carefully to notice the contrastive point that is being made and say them appropriately.



By stressing a different word in this sentence the implied meaning is completely changed each time.

Can you tell the meaning behind each of these spoken sentences?

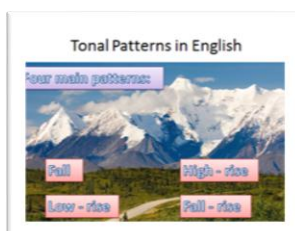
Intonation



Just as changed sentence stress can imply a very different meaning in English, so the intonation can also carry shades of meaning and emotion that could otherwise be misunderstood.



When we say the word 'Hello', the intonation depends on who we are speaking to. For instance, speaking to this man who is apparently a rocket scientist is different from speaking to our grandmother (or even someone else's grandmother) and different again from speaking to a baby.



Intonation is very complicated and difficult to pin down, but there are four basic patterns.



Falling tone is the most commonly used, and is very important to use correctly. It indicates completion, and often in a conversation the other person is listening for it so that they know when it's their turn to speak.



Here are some examples of falling tone – try saying them with the person sitting next to you.



Here are some further examples of falling tone situations.



The low rising tone starts low, and then rises. It is used for asking a question when it is a genuine question – that is we don't know what the answer will be.



The people with this icon can come down and try saying these sentences.



The high rising tone starts high and gets higher. This is obviously for a very emotional situation.



The fall-rise tone is the most musical sounding tone pattern. There are some people, age-groups, or regions where it is used extensively. In general British English it can often imply that we mean something different from what we are saying such as in these examples.

How to Write Intonation



As you saw on the previous slide, I had to hand-draw a line to indicate the intonation. If you are using a computer to write about intonation, you need to use recognisable symbols.

Here is an example of describing this young Russian girl's speech.



We are going to have a dictation – but to make it easy, the words are already written down for you. You need to show the sentence stress and intonation.

These are the symbols to use. I will do the dictation several times (and try to make it the same every time).



- The first time you need to note where the intonation units start and end – there is only one tonic syllable in each, and there is no reason for it to be a whole sentence Listen for the pauses – I will try to make them obvious.
- The second time you should listen for the tonic syllable – mark it and other stress words.
- By the third time you should be listening for the tone pattern which happens on the tonic syllable in each intonation unit.

Dictation by Facilitator

//The Three Billy Goats GRUFF//

// \ "Trip, trap, trip, TRAP!"// // \ went the BRIDGE.//

// \ "WHO's// // \ that tripping over MY bridge?"// // \ roared the TROLL.//

// \ "Oh, it is ONLY// // \ I,// // \ the TINiest Billy Goat Gruff,"//

// \ said the BILly goat,// // \ with such a SMALL voice.//

// _ ^ "Now, I'm coming to GOBble you up,"// // \^ said the TROLL.//

// \ "Oh, NO!// // \^ Please don't take ME.// // \ I'm too LITtle,"//

//_ ^ said the BILly goat.//



Symbols to Use

- // // tonal unit (listen for pauses)
- ↘ falling tone
- __↗ low rising tone
- ↗ high rising tone
- \↗ fall-rise tone
- Underline stressed words
- CAPITALS for the tonic syllable

Workshop Exam

For each of the questions you will be asked to listen to a word or sentence spoken by two people. You will need to decide if one of them says it correctly, or both or neither.

If your icon is displayed during the exam you will be asked to read one of the questions.

<i>Nº</i>	<i>A is correct</i>	<i>B is correct</i>	<i>Both are correct</i>	<i>Neither is correct</i>	<i>I don't know!</i> ⊗
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Workshop Evaluation

Name Class

Date of Workshop Presenter

Please feel free to add specific comments.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I enjoyed the workshop. (comments?)					
I learnt something useful and new. (comments?)					
I learnt some teaching method as well as content. (comments?)					
I would like more like this. (comments?)					
Some things in the workshop were not useful. (comments?)					
<i>Other Comments</i>					