

 1½ hrs	Grammar	Study Skills	Use of English	Physical Science	Social Science	Arts & Tech
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Word Stress



Difficulty
☆☆☆



U.of E.
5,6 & 8

In your Use of English oral exam you are assessed on your pronunciation. One of the most common reasons for poor pronunciation is incorrect word stress, particularly for Cantonese speakers. This workout will help you improve in this area by looking at word stress patterns that occur in the English language, and giving you an opportunity to practise them. It will also show you how to check word stress in a dictionary. You will also need access to an audio cassette player so that you can do the listening tasks in this workout.



Word Stress - What is it?

All English words are made up of one or more syllables. Words of two or more syllables always have one syllable that is stressed more than the other(s).

e.g. The word *yesterday* has 3 syllables: yes-ter-day

The first syllable is stressed: YES-ter-day. In other words we say the 'yes' syllable a little louder and longer than the 'ter-day' syllables.

So we can say the stress pattern for yesterday is: **YES - ter - day**
 stressed-unstressed-unstressed

A quicker way of showing this would be: **TUM - ti - ti**
 or: **0 0 0**

Task 1

Do you know the meanings of these 3 syllable words? Check in a dictionary if you are not sure!

engagement wonderful afternoon insincere ambulance tomorrow
fantastic understand national remember harmony engineer

1.1

Now see if you can put the words under their correct stress heading.

0 0 0

0 0 0

0 0 0

e.g. *en-GAGE-ment*

WON-der-ful

af-ter-NOON

When you have finished check your answers in the answer key.

Task 2 - School Subjects

Before you start, you need to find the 'Use of English 7: Word Stress I' listenings on Audio cassette 2, Side B, that go with this workout.

2.1

Below are some common school subjects. Can you add the name of the person who would teach each subject? If you don't know any of the names check in your dictionary. The first one has been done for you.

	SUBJECT	PERSON
1.	<i>geography</i>	<i>geographer</i>
2.	<i>economics</i>	
3.	<i>accountancy</i>	
4.	<i>history</i>	
5.	<i>science</i>	
6.	<i>chemistry</i>	
7.	<i>physics</i>	
8.	<i>mathematics</i>	
9.	<i>engineering</i>	

Now listen to the tape for the first time and check your answers. When you have finished listening double check your answers in the answer key. Then go on to the following task on the next page.

Task 2 - School Subjects (contd.)

U

2.2

Now listen to the tape again, using the pause button to stop it after each word. Listen *carefully* for the stress pattern. Try and match the subject words and person words to the word stress patterns below. The first one has been done for you.

S

E

SUBJECT

PERSON

1. **0** 0 0
CHEM-i -stry

0 0
CHEM-ist

2. 0 0 **0** 0

 0 **0** 0 0

O

3. 0 0 **0** 0

 0 0 0 **0** 0

F

4. **0** 0

0 0 0

5. 0 **0** 0 0

 0 **0** 0

E

6. 0 0 **0** 0

 0 0 **0**

N

7. **0** 0

 0 **0** 0 0

8. **0** 0


0 0 0

G.

9. 0 **0** 0 0

 0 **0** 0 0

When you have finished listening double check your answers in the answer key. Then go on to the following task on the next page.

 One Word - Two Meanings


There are many words in English which can function as both a noun and a verb. Look at these two sentences;

■
The *record* for the men's 100m sprint is under 10 seconds.

■
I'm going to *record* the interview.

In the first sentence "*record*" is a **noun**, and the stress (■) is on the **first syllable**. In the second sentence "*record*" is a **verb**, and the stress is on the **second syllable**.

This stress rule is true for all of these type of words!

 Task 2.3

All the words below can act as a noun or a verb. Listen carefully to the pronunciation of each word and decide if the stress (*remember the slightly louder and longer syllable*) is on the first syllable (= a noun), or the second syllable (= a verb). The first two have been done for you.

- | | | |
|-----------------------|---------------|----------------|
| 1. record = <i>n</i> | 7. object = | 13. suspect = |
| 2. present = <i>v</i> | 8. research = | 14. suspect = |
| 3. permit = | 9. progress = | 15. produce = |
| 4. progress = | 10. present = | 16. produce = |
| 5. permit = | 11. record = | 17. research = |
| 6. discount = | 12. object = | 18. discount = |

When you have finished listening double check your answers in the answer key. Then go on to the following task on the next page.

U
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Task 2.4

Look at these sentences which contain some of the nouns/verbs from task 2.3 on page 5. By looking at the way the words are used grammatically (i.e. are they acting as a noun or verb), put the stress (▪) on the correct syllable. The first one has been done for you.

- U
S
E
O
F
1. Here is a **re**cord which he **re**corded last year.
 2. I'd like to **pre**sent you with a small **pre**sent.
 3. You can **dis**count any **dis**count.
 4. I **ob**ject to having that **ob**ject in here.
 5. They won't **per**mit you in without a **per**mit.
 6. The **sus**pect is **sus**pected of stealing a car.
 7. The farmers won't be able to **pro**duce enough **pro**duce this year.
 8. **Pro**gress is slow, but we are **pro**gressing!
 9. I am **re**searching the need for more **re**search.

Now listen to the tape to see if you can *hear* the stressed syllable. Were you right? Check in the answer key after you have finished.



Task 3: Word Families

3.1 Can you work out which type of word (*noun, verb or adjective*) the words below are? The first one has been done for you.

- E
N
G.
- | | | | | |
|----|-----------------------|------------------------|-------------------------|---------------------------|
| 1. | administrate <i>v</i> | administrator <i>n</i> | administration <i>n</i> | administrative <i>adj</i> |
| 2. | advert | advertise | advertising | advertisement |
| 3. | economy | economics | economist | economical |
| 4. | democrat | democratic | democracy | democratisation |

3.2 Now try and mark the stressed syllable on each word. Then listen to the speaker on the tape. Have you put the stress in the right places?

Check your answers in the answer key when you have finished then go on to the next task.

4. Word Stress and Dictionaries

Make sure you have studied the 'Use of English 6: Introduction to English Sounds' workout. Do you remember all the English vowel sounds? They are very useful to know because by simply checking a word's pronunciation in a dictionary you can find out its stress pattern. You can tell how many syllables a word has from the number of vowel sounds in the word. You can also tell which is the stressed syllable as you will see a small ' mark before the stressed syllable. Any good English dictionary will give you all this information.

e.g. in a dictionary: fantastic = /fæn'tæstɪk/ so the stressed syllable is 'tæs, and there are 3 syllables in the word as there are 3 vowel sounds in the word - /æ/ /æ/ /ɪ/

4.1 Practice

Look at the words below written in phonemic script. How many syllables do they have and which syllable is stressed?

e.g. /'lʊkɪŋ/ = 'looking' - has two syllables with the stress on the first one

a. /'tenɪs/ =

b. /'pleɪjɪŋ/ =

c. /'weɪtə/ =

d. /'pætʃɪz/ =

e. /'tu:θɜ:k/ =

f. /naɪn'ti:n/ =

g. /'fæʃəneɪbəl/ =

h. /'peɪpə/ =


i. /'teɪstɪ:/ =

j. /'tʃɒkeɪt/ =

k. /endʒə'niə/ =

l. /ə'kaʊntənt/ =

Check your answers in the answer key when you have finished.

 Working Out the Rules

1. Suffixes

A suffix is a group of letters added to the end of a root - e.g. *educat + ion = education*
(root) (suffix)

Other common suffixes beginning with the letter 'i' include -ient, -ial, -ian, -ious, -iar, ism and -ius.


1.1 Look at these words, which have been divided into syllables, and complete the two columns ("Stress Pattern"/ "Suffix"). The first one has been done for you. Check in the answer key when you have finished.

Word	Stress Pattern	Suffix
1. in-fla-tion	o O o	-ion
2. iso-la-tion		
3. mag-ni-fi-ca-tion		
4. re-gu-la-tion		
5. cir-cu-la-tion		
6. re-la-tion		
7. ed-u-ca-tion		
8. ad-mi-ra-tion		

1.2 Can you work out a word stress rule here? Where does the stressed syllable always come in relation to the suffix "-ion"? Check in the answer key when you have finished.

1.3 Now look at these words and complete the columns in the same way as in 1.1 above.

Word	Stress Pattern	Suffix
1. re-ci-pi-ent	o O o o	-ient
2. de-vi-ant		
3. sub-stan-tial		

 Working Out the Rules(contd.)

1. Suffixes(contd.)

1.3(contd)

U

Word

Stress Pattern

Suffix

S

4. in-ven-tion

5. me-di-an

E

6. in-fec-tious

7. fa-mil-iar

8. ra-di-us

O

9. ma-ni-a

10. ne-go-tia-ble

F

11. pre-mi-um

12. su-pe-ri-or

13. ra-di-o

E

14. pro-vi-sion

15. de-vi-ate

N

1.4

G.

a. In what way are all the suffixes the same?

b. Where does the stressed syllable come in each word?

c. Is the rule you discovered in task 1.2 above still true?

Check in the answer key when you have finished.

 2. Compound Nouns

A compound noun occurs where two nouns are used together to convey one meaning.

e.g. railway station, post office or school bus.

There are two types of compound noun - those where the main stress is on the first word and those where the stress is on the second word.

2.1 Do you know the meaning of the 12 words below? If you are not sure check in a dictionary. Once you have checked the meanings of the words try and divide them into the two categories using the headings in the table below. Two examples have been done for you.

- | | | | |
|--------------|--------------|------------|------------|
| apple pie | paper weight | stone wall | apple tree |
| pork butcher | lace curtain | paper bag | pork chop |
| stone quarry | gold leaf | lace maker | gold rush |

Main stress on the first word	Main stress on the second word
<i>apple tree</i>	<i>apple pie</i>

Check in the answer key when you have finished.

U
S
E
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F
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N
G.

 2. Compound Nouns(contd.)

2.2 Now check your answers in the answer key. Compare the two columns - can you work out a general rule for the main stress? (*think about how the second word in each compound relates to the first word*)

2.3 Using this rule classify these compound nouns.

- | | | | |
|------------|------------|---------------|------------------|
| plum jam | plum stone | diamond mine | diamond necklace |
| silk shirt | silk worm | brick factory | brick wall |

Main stress on the first word	Main stress on the second word

Check in the answer key when you have finished.

U
S
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Task 1

1.1

o o o


en-GAGE-ment
to-MOR-row
fan-TAS-tic
re-MEM-ber


o o o

WON-der-ful
AM-bu-lance
NA-tion-al
HAR-mo-ny

o o o

af-ter-NOON
in-sin-CERE
un-der-STAND
en-gi-NEER

 Task 2

 2.1

SUBJECT

PERSON

1. *geography*

geographer

2. *economics*

economist

3. *accountancy*

accountant

4. *history*

historian

5. *science*

scientist

6. *chemistry*

chemist

7. *physics*

physicist

8. *mathematics*

mathematician

9. *engineering*

engineer

A Task 2 - School Subjects(contd.)

U

A 2.2

S

SUBJECT

PERSON

0 0 0
1. *CHEM-i-stry*

0 0
CHEM-ist

E

0 0 0 0
2. *e-co-NO-mics*

0 0 0 0
e-CON-o-mist

0 0 0 0
3. *math-e-MA-tics*

0 0 0 0 0
math-e-ma-TI-cian

O

0 0
4. *SCI-ence*

0 0 0
SCI-en-tist

F

0 0 0 0
5. *ac-COUN-tan-cy*

0 0 0
ac-COUN-tant

0 0 0 0
6. *en-gi-NEER-ing*

0 0 0
en-gi-NEER

E

0 0
7. *HIS-tory*

0 0 0 0
his-TOR-i-an

0 0
8. *PHY-sics*


0 0 0
PHY-si-cist


N

0 0 0 0
9. *ge-OG-ra-phy*

0 0 0 0
ge-OG-ra-pher

G.

 One Word - Two Meanings


 Task 2.3

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S
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G.

- | | | |
|------------------------|------------------------|-------------------------|
| 1. record = <i>n</i> | 7. object = <i>v</i> | 13. suspect = <i>v</i> |
| 2. present = <i>v</i> | 8. research = <i>v</i> | 14. suspect = <i>n</i> |
| 3. permit = <i>v</i> | 9. progress = <i>v</i> | 15. produce = <i>n</i> |
| 4. progress = <i>n</i> | 10. present = <i>n</i> | 16. produce = <i>v</i> |
| 5. permit = <i>n</i> | 11. record = <i>v</i> | 17. research = <i>n</i> |
| 6. discount = <i>v</i> | 12. object = <i>n</i> | 18. discount = <i>n</i> |

  Task 2.4


1. Here is a **record** which he **recorded** last year.
2. I'd like to **present** you with a **present**.
3. You can **discount** any **discount**.
4. I **object** to having that **object** in here.
5. They won't **permit** you in without a **permit**.
6. The **suspect** is **suspected** of stealing a car.
7. The farmers won't be able to **produce** enough **produce** this year.
8. **Progress** is slow, but we are **progressing**!
9. I am **researching** the need for more **research**.

 Task 3: Word Families

Pre-Listening Task

a. *n* = noun *v* = verb *adj* = adjective

b. '■' = stressed syllable (e.g. in ad - MIN -I - strate the second syllable is stressed)

 3.1 (Audio)

1.	administrate <i>v</i>	administrator <i>n</i>	administration <i>n</i>	administrative <i>adj</i>
2.	advert <i>n</i>	advertise <i>v</i>	advertising <i>n(v)</i>	advertisement <i>n</i>
3.	economy <i>n</i>	economics <i>n</i>	economist <i>n</i>	economical <i>adj</i>
4.	democrat <i>n</i>	democratic <i>adj</i>	democracy <i>n</i>	democratisation <i>n</i>

4. Word Stress and Dictionaries

4.1 Practice

a. /ˈtɛnɪs/ = 'tennis' - 2 syllables with stress on the first

b. /ˈpleɪɪŋ/ = 'playing' - 2 syllables with stress on the first

c. /ˈweɪtə/ = 'waiter' - 2 syllables with stress on the first

d. /ˈpætʃɪz/ = 'patches' - 2 syllables with stress on the first

e. /ˈtu:θeɪk/ = 'toothache' - 2 syllables with stress on the first

f. /naɪnˈti:n/ = 'nineteen' - 2 syllables with stress on the second

g. /ˈfæʃənəbəl/ = 'fashionable' - 4 syllables with stress on the first

h. /ˈpeɪpə/ = 'paper' - 2 syllables with stress on the first

i. /ˈteɪsti:/ = 'tasty' - 2 syllables with stress on the first

j. /ˈtʃɒkələt/ = 'chocolate' - 3 syllables with stress on the first

k. /endʒəˈnɪə/ = 'engineer' - 3 syllables with stress on the third

l. /əˈkaʊntənt/ = 'accountant' - 3 syllables with stress on the second




 Working Out the Rules

1. Suffixes

1.1

Word	Stress Pattern	Suffix
1. in-fla-tion	o O o	-ion
2. I-so-la-tion	o o O o	-ion
3. mag-ni-fi-ca-tion	o o o O o	-ion
4. re-gu-la-tion	o o O o	-ion
5. cir-cu-la-tion	o o O o	-ion
6. re-la-tion	o O o	-ion
7. ed-u-ca-tion	o o O o	-ion
8. ad-mi-ra-tion	o o O o	-ion

1.2 There is a rule here. The stressed syllable always comes *before* the suffix "-ion".

 **Working Out the Rules (contd.)**

U

1. Suffixes (contd.)

1.3

S

Word	Stress Pattern	Suffix
------	----------------	--------

1. re-ci-pi-ent	o O o o	-ient
-----------------	---------	-------

E

2. de-vi-ant	O o o	-iant
--------------	-------	-------

3. sub-stan-tial	o O o	-ial
------------------	-------	------

4. in-ven-tion	o O o	-ion
----------------	-------	------

O

5. me-di-an	O o o	-ian
-------------	-------	------

6. in-fec-tious	o O o	-ious
-----------------	-------	-------

F

7. fa-mil-iar	o O o	-iar
---------------	-------	------

8. ra-di-us	O o o	-ius
-------------	-------	------

9. ma-ni-a	O o o	-ia
------------	-------	-----

E

10. ne-go-tia-ble	o O o o	-iable
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11. pre-mi-um	O o o	-ium
---------------	-------	------

N

12. su-pe-ri-or	o O o o	-ior
-----------------	---------	------

13. ra-di-o	O o o	-io
-------------	-------	-----

G.

14. pro-vi-sion	o O o	-ion
-----------------	-------	------

15. de-vi-ate	O o o	-iate
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 **Working Out the Rules (contd.)**

1. Suffixes (contd.)

1.4

a. All the suffixes begin with the letter "i" followed by a vowel (a,e,i,o,u). This can then be followed by another vowel, a consonant or nothing. We can show this by the formula:

$$"i" + \text{vowel} + ?$$

b. The stressed syllable comes immediately *before* the suffix.

c. The rule in 1.2 was that words that end in the suffix "-ion" are stressed on the syllable before the suffix. This rule is correct but it does not go far enough. The rule should be:

Words which end in an "i" + vowel + ? suffix are stressed on the syllable before the suffix.

 **Compound Nouns**

2.1

Main stress on the first word	Main stress on the second word
<p><i>apple tree</i> <i>paper weight</i> <i>stone quarry</i> <i>pork butcher</i> <i>lace maker</i> <i>gold rush</i></p>	<p><i>apple pie</i> <i>paper bag</i> <i>stone wall</i> <i>pork chop</i> <i>lace curtain</i> <i>gold leaf</i></p>

2.2 In the second column (main stress on the second word), notice how the first word describes what the second word is made of. For example an apple pie is made of apples but an apple tree is not, a paper bag is made of paper whereas a paper weight is not.

2.3

Main stress on the first word	Main stress on the second word
<p><i>plum stone</i> <i>diamond mine</i> <i>silk worm</i> <i>brick factory</i></p>	<p><i>plum jam</i> <i>diamond necklace</i> <i>silk shirt</i> <i>brick wall</i></p>

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