

IIT Madras

ONLINE DEGREE

English – I (Basic English)

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Lecture No. 40

Stress on Derived Words

Today, in this session, we will be talking about some features of Word Stress in English, particularly on what we call Derived Words.

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- So, for instance, to the word “God” you can add +ly

God +ly = Godly



- To “Godly”, you can add +ness,

Godly + ness = Godliness

- Or before “Godly”, you can add Un+,

Un + Godly = Ungodly

- Adding these and/ or similar sounds, or letters when writing, to existing words, you can make many new words.



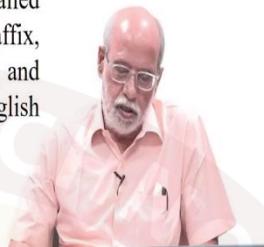
In each of all-natural languages, in each language, this process exists. We make new words out of old words, existing words. Say, for example, there is a word called God, and you, you add, you attach a particle, some sounds like 'ly', and you get the word godly. You can attach 'ness' to Godly, and then you get Godliness, or you can attach 'un, before God or before Godly, and you get ungodly. So, this process of attaching sounds or in writing letters to existing words is called derivation of words or deriving new words.

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- All languages make new words by adding sounds or letters to existing words. This is called “Derivation”. In the READING MODULE of this course, we will look at the process in some detail.

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- In grammar, existing word is called “Root” or “Root Word”. An added part to a Root Word is called “Affix”. So “Un+” is an affix, “+ly” is an affix, “+ness” is an affix. We will see later in this unit, and in some units in READING MODULE, that English has dozens of affixes.



All languages have it. In the reading, in some units of the reading module, we will talk about the process of derivation at some length, particularly in English. But here, let us suffice that some of these words also affect stress assignment. And therefore, for this module on speaking and pronunciation of English, it is important for us to look at them. In grammar, the existing word, the old word is called Root, and the attachment is called Affix. So, for example, 'un' attached to God is an affix, 'ly' attached to God is an affix, 'ness' attached to God is an affix. We will talk about them at some length, maybe in another module.

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- Affixes can be of two kinds. Those like “un+”, “im+”, “in+”, “il+”, etc. that are added before an existing word are called “Prefix”.
- Some others like “+al”, “+ly”, “+ness”, etc. are called “Suffix”.



But here, go to the next. It is important for us to realize that there can be two kinds of affixes. There are some which are attached to the beginning of the word such as 'un' before God or

im' before practical, so you can say impractical or unpractical, or 'in' before the attention, so you say inattention, inactive, or 'ill' before literate, so you say illiterate, or you say ill-will, or you say ill-timed.

So, these are what we, these are prefixes; they are attached to the beginning of the word. Similarly, there are suffixes; they are attached to the end of the word. (Suffixed), particles like attachments like 'al' as in person, so you get personal, as a 'ly' attached to personal, so you get personally. So, there are suffixes, and there are prefixes. They are both called affixes.

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ACTIVITY



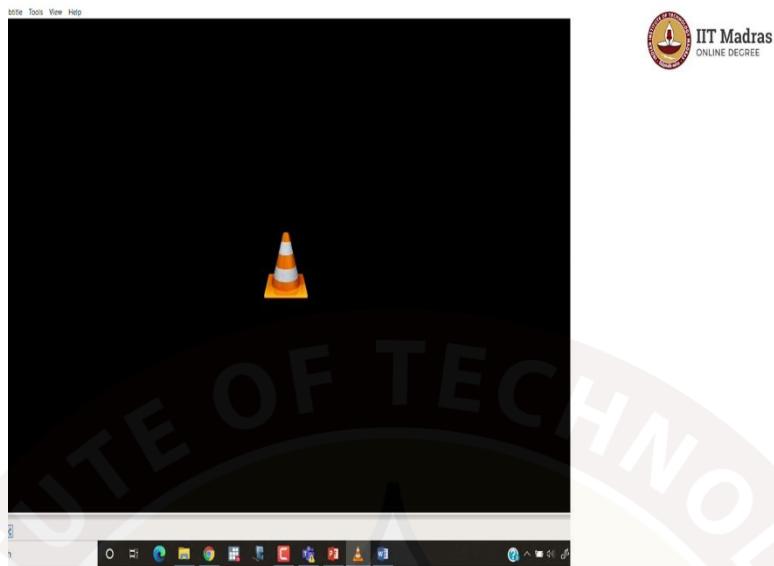
Listen to the audio.

Play the audio clip on Girls' Education.



Next. In all-natural languages, in live situations, you use some root words, some old words, but you also use some derived words. I am going to play now a clip of radio broadcast to you.

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It is actually on the state of education among girls, particularly in the continent of Africa, but it is as good of Asia and in some other countries as of any other. So, as usual, first time, please listen to it for its content. And then a second time, listen to it for the language. Listen to it for the content now, please.

Audio: Nearly twice as many girls are denied an education as boys. That is according to a new report by the United Nations Education Scientific and Cultural Organization. The report was released to mark International Women's Day on Tuesday. A lack of educational options stunt the lives of girls and women from one generation to the next, said UNESCO Director-General, Irina Bokova. Across Sub Saharan Africa, 9.5 million girls will never walk into a classroom compared to 5 million boys, according to the UNESCO report. More than 30 million children aged 6 to 11 are out of school across the region.

Professor: All right. Very, very-disappointing that even today, when we are able to land a man on the moon, we have a sizeable section of our children who cannot attend school. This situation must change. Now, please, we will play this audio clip once again. Listen to it this time for its language. See, if it has any derived words, any word made by attaching something to an existing old word. Make a note. We will compare it; you can compare your notes with the text, we will show after this audio clip. Here we go.

Audio: Nearly twice as many girls are denied an education as boys. That is according to a new report by the United Nations Education Scientific and Cultural Organization. The report

was released to mark International Women's Day on Tuesday. A lack of educational options stunt the lives of girls and women from one generation to the next, said UNESCO Director-General, Irina Bokova. Across Sub Saharan Africa, 9.5 million girls will never walk into a classroom compared to 5 million boys, according to the UNESCO report. More than 30 million children aged 6 to 11 are out of school across the region.

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Across sub-Saharan Africa, 9.5 million girls will never walk into a classroom, compared to 5 million boys, according to the UNESCO report. More than 30 million children aged six to 11 are out of school across the region.



ANSWERS



'Nearly	'many	de' nied
edu'cation	ac'cording	re'port
U'nited	'Nations	Edu'cation
Scien'tific	'Cultural	Orga'zination
U'NESCO	re'port	re'leased
Inter'national	'Women's	'Tuesday
edu'cational	'options	'women
gene'ration	U'NESCO	Di'rector
'General	A'cross	Sa'haran
'Africa	'million	'never
'classroom	com'pared	'million
'children	'aged	a'cross
'region		

Professor: We will project the text now. And can you look at the text and decide which of these are derived words? We have given the list at the end. You can compare your list with the list that we are going to give. Just to mention, for example, you see words like 'education' derived from educate, you add a particle, educate, education, or 'organization' from organize,

or 'cultural' from culture, or 'scientific' from science, 'education' from educate. You have a number of words in this manner. Try and see if you are able to identify them and you are able to separate them into Root and prefix and suffix.

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- You may have seen that in English many suffixes can affect stress assignment. After a suffix is added to the root, stress can move from one syllable to another.



You may have seen that in English, many suffixes can affect stress assignment. Say for instance, in a word like 'educate", the main stress is on the initial syllable 'e' as in educate, 'a' in a spelling, it is e. So, the initial syllable. It has three syllables' e du cate' (ed u cate). But the main stress is on, and therefore we say educate.

But when you add a "tion to it, "i o n, pardon me, and it has become "tion, then stress shifts. It is no longer on a, it becomes education. Then stress shifts to "k, to the third syllable from the beginning. Not on 'a', not on 'du' but on 'k', education. Similarly, organize. The main stress is on or, initial syllable.

But after you add 'tion', it becomes organization, goes to the third syllable, goes to the syllable, goes to the syllable before the suffix. So, suffixation, much more than prefixation, much more than prefix suffixes affect stress on root words. And that is why it is important for us to identify those suffixes, which affect stress assignment significantly. Go to the next.

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Stress on Some Root and Derived Words

Stress on Root Word	Stress on Suffixed Word
'alter	alte'ration
'beauty	beau'tician
'circulate	circu'lation
'drama	dra'matic
'engine	engi'neer
'family	fa'miliar
'hospital	hospi'tality
I'magine	imagi'nation
'Judgement	judge'mental
'labour	la'borous



Here are some examples, alter, but you add a suffix, it becomes alteration. The stress shifts. Beauty initial syllable or beautician, third syllable from the beginning, circulate, initial syllable, but circulation, so on la, third syllable from the end. You can look at the list, check, pronounce them correctly that way. If your pronunciation is different, do the drill and learn. But, you will notice and agree that many suffixes affect the assignment of stress in English.

Go to the next screen.

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ACTIVITY

- Make a list of root words and words derived from them. Also mark stress on them, and then check with your dictionary. See if you pronounce them right. If you do not, then relearn the pronunciation of these words.
- Some mispronounced but frequently used derived words are given also in the book. *Better Spoken English. Pp. 109-39.* You can give yourself pronunciation drills with these words.



It is good, therefore, that you made your own list of derived words, frequently used, mispronounced. Spread this list into two parts. Have Root on your left column, have derived

word on the right, and see if you assign stresses to them correctly. If you do not, you should relearn.

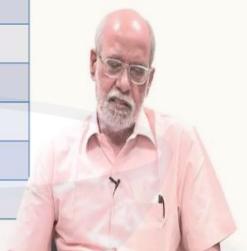
The book that we suggested, Better Spoken English between pages 109 and 139 also gives you a, also gives you lists of not 1, not 2, but several lists of words which are frequently used, but mispronounced. These are derived words. So, if you do some drill with these words, you will acquire correct pronunciation within a few weeks, and then that will stay with you for the rest of your lives. Next.

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Some Derived Words with Specific Suffixes



With +ate/ade/ise...	With +ian/ical/ogy...	With +ea/ee/er...
'absolute	a'bility	addres'see
ac'commodate	aca'demic	ag'ree
'advertise	arti'ficial	ap'pear
'adequate	gram'marian	ca'reer
'alternate	au'thority	engi'neer
'analyse	bi'ology	psy'chosis
'attitude	con'dition	Sin'cere
cer'tificate	congratu'lation	se'vere
'candidate	scien'tific	Sin'cere
Con'gratulate	sympa'thetic	Idea



There are suffixes like, say, for instance, look at the column on the left, the first column going from left, the first column, suffixes like 'ate, ade, ise". Also, you have others, other suffixes like "ute u t e, ive". I will give you the list later. So, look at the pattern, that is 'absolute', two syllables from the end. 'Accommodate', two syllables before the end. So, 'advertise', two syllables from away, two syllables from the suffix going from the end. So, like that, in this column, all the derived words have certain suffixes, which ask for stress in long words. 2 syllables before them.

Once you get these words right, you will get all other words on these patterns right without a problem. So, you have absolute, accommodate, advertise, adequate, alternate, analyze, attitude, certificate, it is 't i', which is not a long, which does not have a long vowel, which is neither followed by any consonant. This syllable is all by itself only 't i', ti. It has no consonant within the syllable. The 'fi' that you see goes to the next syllable. So, it is a 'ti'; then

you have 'ficate'. But because this 'time' comes two syllables before 'ate', according to the rule, that syllable gets the stress. So, you have candidate, you have congratulate.

Look at the second column. You have suffixes like 'ian, ical, ogy' and there are other suffixes, I will give you the list. Here, the stress is assigned to the syllable immediately before the suffix. In the earlier column, it was two syllables before the suffix. Now, it is the syllable immediately before, one syllable before the suffix. So, you have 'ity' added to able, and then you have now ability. You have 'ic' added to academy, so you have academic, not academic (different pronunciation), that is not standard, academic (different pronunciation) is not standard, academic is, academic.

Artificial. So, the grammarian. So, once again, almost without exception, they influence stress assignment. You have to have them. You have to have stress. Whenever a word ends in any of these suffixes, then the main stress is assigned to the syllable before the suffix. So, you have grammarian, authority, biology, not biology (different pronunciation), that is non-standard. Biology, zoology, cosmology, phonology, ontology, petrology. So, that is how it goes without exception.

Condition, every time a word ends in 'ion, ian, ial', you assign stress in writing. In speaking 'ian, ial, tion', you assign stress to the syllable immediately before these suffixes. So, you have congratulation; you have scientific, you have sympathetic. In scientific, British English also does it, British English does it on the initial syllable. So, they say scientific, but to keep the pattern straight, we can follow this rule, which says that all words ending in 'ic, in ic', assign stress to the syllable immediately before the, this suffix.

So, you have sympathetic, and you have scientific, you have terrific, you have dramatic, drama and then dramatic. So, you can go like that. The last column, the column on my right hand, has suffixes like 'ea ee eer' in writing. In pronunciation, 'ea ee eer', such as 'pay' and 'payee'. Mountain and mountaineer. So, in all of these suffixes, whenever these suffixes are attached to a Root, root word, then main stress, no matter where it is, in the mountain, it was on the initial syllable, but the moment you add 'eer' to make it mountaineer, then the stress shifts to the suffix. The suffix itself takes the main stress. So, from the mountain, we get mountaineer.

Look at some examples. This is address, initial syllable, but if you add 'ee, then it becomes addressee, agree, appear career. Engine, initial syllable, but if you add 'e e r', then it becomes

engineer e e r in writing, 'eer' in speaking, so it becomes an engineer. It is not an engineer (different pronunciation) that is not standard, that is regional. The global pronunciation is, the global standard is an engineer. Psychosis. So, you can go on like that. You can look at the behaviour of suffixes, and you can see how they influence the (Root) the stress in the root word. Go to the next screen.

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- In the table above in the first column from left, we have words with suffixes like +ate/ade/ise, etc. Words ending in these suffixes are necessarily stressed on the third syllable from the end, or two syllables before the suffix. There are other suffixes in this class, as given below.

+ yse/ize, ide, ile, ify, ote, ute, ude, etc.

- All of these suffixes cause stress to be assigned to the third syllable from the end, or two syllables before them.



So, as I said just now, all suffixes do not affect stress assignment the same way. Some suffixes do so in a definite pattern. Some suffixes do not do so in a definite pattern; they do it randomly as far as we know today, even among those that affect stress assignment in a particular manner, there are many types. There are some like we have before us in writing 'yse, ize, ide, ile', etcetera what you have before us, what we have before us. Now, these suffixes, and you have a large number of words ending in these suffixes in daily use, at least about a couple of 100 words infrequent use.

So, you have 'personal, personalize'. You have 'person, personify'. So, all of these words take the main stress on these two syllables before them. Once you do the drill with these words, not only these words, but other words also in this pattern will be set right, and you can pronounce them without difficulty.

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ACTIVITY

- Make a list of frequently occurring words ending in these suffixes. See if you pronounce them as suggested in the dictionary. If you do not, then relearn the pronunciation of these words.



You can make your own list and do the drill as we have been advising you. Next.

(Refer Slide Time: 20:26)



Some Derived Words with Specific Suffixes

With +ate/ade/ise...	With +ian/ical/ogy...	With +ea/ee/eer...
'absolute	a'bility	addres'see
ac'commodate	aca'demic	ag'ree
'advertse	arti'ficial	ap'pear
'adequate	gramm'arian	ca'reer
'alternate	au'thority	engi'neer
'analyse	bi'ology	psy'chosis
'attitude	con'dition	Sin'cere
cer'tificate	congratu'lation	se'vere
'candidate	scien'tific	Sin'cere
Con'gratulate	sympa'thetic	Idea



And then, as I said in the second column, there are some suffixes like 'ian, ical, ogy'. Go to next.

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- In the table above in the second column, we have words with suffixes like **+ian/ical/ogy**, etc. Words ending in these suffixes are necessarily stressed on the syllable immediately before. There are other suffixes in this class, as given below.

+ic, ical, ion, ity, ogy, omy, etc.

- All of these suffixes cause stress to be assigned to the syllable immediately before them.



It is again a long list. You have in writing, 'ic, ical, ion, ity, ogy omy'. Now, all of these suffixes induce stress on the syllable immediately before them. So, you have active, but you have activity. You have sense, sensitive or sensitivity. You have used, utilize, but you have utility. So, immediately before, and once again, through practice, you can get them right for life. Next.

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ACTIVITY

- Make a list of frequently occurring words ending in these suffixes. See if you pronounce them as suggested in the dictionary. If you do not, then relearn the pronunciation of these words.



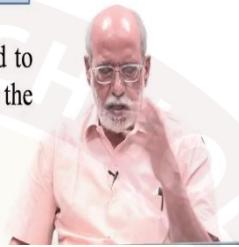
Do that. Next, third column, you have those suffixes. Go next.

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- In the table above in the third column from left, we have words with suffixes like +ea/ee/eer, etc. Words ending in these suffixes are necessarily stressed on the suffix itself. There are other suffixes in this class, as given below.

+ean, ear, ere, esce, esque, ette, ier, itis, otis, etc.

- All of these suffixes cause stress to be assigned to themselves. If they are a suffix like +itis/otis, then the stress is given to their own first syllable.



And it is again a long list; you have 'ean, ear, ere, such as insincere or severe, it is not severe (different pronunciation) it is not sincere (different pronunciation), it is sincere or severe. It is 'esque', as in grotesque. 'ette' as in cassette. 'elier' as in chandelier. It is as in arthritis. 'otis' similarly, some diseases. These, if you have, the suffix as two syllables, then the first syllable of the suffix takes main stress.

You can make your own list. Do some regular practice with them. And you will find that within a few weeks, you have got all of these words right, not only those with which you practised daily, but also those others which are, which follow the pattern, but with which you did not practice. The mind and reorganizes the data, that is the power of the mind, provided you give it a chance and give it some exposure at least in the beginning. Go next.

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ACTIVITY

- Make a list of frequently occurring words ending in these suffixes. See if you pronounce them as suggested in the dictionary. If you do not, then relearn the pronunciation of these words.



So, make your own list and do the drill, and relearn the pronunciation of at least those words, where you are at the moment not, where at the moment, you do not use standard pronunciation.

(Refer Slide Time: 23:10)

- Finally, there are suffixes like **+al, able, ary, ative, atory, ery, ible, ory, ous, utive, y**, etc. These suffixes do not affect stress on root words in a particularly fixed manner.



Next, there also are suffixes like 'al' as in personal, 'able' as in reasonable, 'ary, ative. Atory, vote, votary, element, elementary. Sense, sensible'. Like that, there are execute, executive. Photograph, photography, adding the 'y'. So, these stresses do not induce these suffixes, sorry, these suffixes do not induce stress in a definite manner. But quite often, they also affect stress. It may, therefore be good for you to look at the root words and see how they affect.

And if your own stress on these words is not the way given in the dictionary, you should relearn through drill and get them right. Next.

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ACTIVITY



- Make a list of frequently occurring words ending in **+al, able, ary, ative, atory, ery, ible, ory, ous, utive, y**, etc. See if you pronounce them as suggested in the dictionary. If you do not, then relearn the pronunciation of these words.



So, do this activity, make your own list of words and get them right. And you will find that you have within a few weeks become a speaker of the standard variety of spoken English.

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Thank You



Once again, before we close, the drill can at times be boring, and it is but boring in 2 senses, boring, no longer enjoyable, boring, that it drills into your brain. So, do not do it for too long. Do not do it one day for 2 hours, no, do not do it for more than half an hour a day. But do it

for a few days regularly. If possible, twice a day. Whenever you are free, if you do not have half an hour, if you have 5 minutes, 10 minutes, have the lists, have the book nearby and slowly, carefully say them aloud.

And you will find that in no time, they have become a part of your habit. And you are not only become yourself a still better speaker of English, but you can also help your colleagues in your company, your students in your school or college, your friends in your school or college, relatives in your family to speak a lot better and still better. Thank you. Good luck.

