

STRESS

Stress is when you pronounce some syllables more strongly than others.

How about **we go** for a **coffee this afternoon**?

My **phone** is **broken**,so I am **going** to **buy** a **new one**.

Content words:This gives you the meaning of the sentence

Grammar words:Don't carry the meaning of the sentence,

Examples:

I **heard** that the **weather** is going to be **bad tomorrow**.

He has **no idea** what he **wants** to do **after** he **graduates**.

Could you **get** some **bread** from the **bakery** on your **way here**.

Find out the contrast between stressed and unstressed words.

Unstressed words are pronounced at a lower volume and higher speed. Stressed words are pronounced more loudly,more clearly and more slowly

Emphasis on proper words.

She does not live in **paris**

She lives in **Rome**

The flight left at **ten**?

I thought it left at **twelve**.

SHIFTING STRESS

Are you going to Kolkata tomorrow?

Are **you** going to Kolkata tomorrow?

Are you going to Kolkata **tomorrow**?

SYLLABLE

A syllable is unit of pronunciation. It is the word or part of the word which is uttered by a single effort of the voice.

Monosyllabic words: fast

Disyllabic words: beau-ty, hard-ship.

Trisyllabic words: re-mem-ber, rhyth-mi-cal

Tetrasyllabic: con-ver-sa-tion, a-rith-me-tic

Pentasyllabic: e-lec-tri-ci-ty

WORD STRESS

In English we accentuate or stress ONE syllable in a word.

We pronounce that syllable louder than others.

There are words with just one syllable (e.g.. **mind**), and words with one STRESSED syllable and one or more WEAK syllables (e.g. **re**mind, **re**minder, **re**minding).

In the examples below, bold letters indicate stressed syllables.

1) When a noun or adjective stems from a one-syllable word, (for

example *art, mind*), the stress usually **stays** on the **syllable** of the **original word**.

art	<u>Art</u> ist
Break	<u>Break</u> able
Friend	<u>Frien</u> dly
Paint	<u>Paint</u> er
Come	Be <u>come</u>
mind	Re <u>mind</u>

2) To differentiate between a noun and a verb with the same spelling, **stress position changes**.

noun	verb
a <u>d</u> ecrease	to de <u>cre</u> ase
an <u>i</u> nsult	to ins <u>ult</u>
an <u>o</u> bject	to ob <u>ject</u>
a <u>p</u> rotest	to pro <u>test</u>
a <u>r</u> ecord	to re <u>cord</u>
a <u>r</u> ebel	to re <u>bel</u>
a <u>s</u> uspect	to sus <u>pect</u>
a <u>t</u> ransfer	to tran <u>fer</u>

3) In compound nouns (two words merged into one) the stress is on the first part:

- bookshop
- football
- notebook
- toothbrush

4) The stress is generally at the end of words ending in **-eer**.

- auctioneer
- engineeer
- pioneer
- volunteer

5) Stress usually falls AFTER **prefixes** :

- demolish
- dismiss
- prepare
- untie

6) Stress usually falls on the syllable BEFORE **the following letters**:
(The words below are just some examples - there are many more.)

Before -tion/-sion	Before -ic/-ical	Before -ity/-ety -graphy -ody/-ogy	Before -ient, -cient -ience, -ial, -ual -ious,
Attention	Automatic	Authority	Convenient
Competition	Democratic	Majority	Efficient
Demonstration	Historic	Paternity	Experience
Explanation	Fanatic	Society	Essential
Invitation	Elastic	Variety	Official
Obsession	Biological	Geography	Potential
Permission	Illogical	Custody	Individual
Position	Philosophical	Rhapsody	Intellectual
Quotation	Political	Morphology	Conscientious

Repetition	Radical	Psychology	Judicious
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STRESSED WORDS WITHIN SENTENCES

Not all words receive equal stress within a sentence in English.

Content words are stressed. Content words include:

Nouns (e.g. school, station, train)

Normal verbs (e.g. run, work, speak)

Adjectives (e.g. beautiful, tall, friendly)

Adverbs (e.g. quickly, noisily, badly)

Function words are unstressed. Function words include:

Determiners (e.g. a, an, the)

Auxiliary verbs (e.g. can, have, may, will, etc.)

Conjunctions (e.g. and, but, as, etc.)

Pronouns (e.g. you, he, she, us, it, them, etc.)

Even if the listener does not hear some quickly pronounced function words, the meaning of the whole sentence should be clear. This is how native speakers of English communicate.

Emphasis is put on the most important words.

For example: "Would you **like** a **cup** of **tea**?"

It is a general rule of English that when there is a sequence of equal stresses, the last stressed word should be the strongest, or the loudest - which in the above case would be **tea**.

Try to imagine receiving a text message like "train delayed home late".

You understand that this means: 'The **train** has been **delayed**. I will be **home late**'

Only content words are used in the message but the meaning is quite clear.

In English, words are stressed according to the meaning the speaker wants to convey.

For example, depending in which word in the following sentence is stressed, the meaning changes:

- Are **you** going to the cinema tonight? (or is it someone else?)
- Are you **going** to the cinema tonight? (or not?)
- Are you going to the **cinema** tonight? (or somewhere else?)
- Are you going to the cinema **tonight**? (or another night?)

During a conversation, learners should listen for stressed content words in order to understand the meaning of the whole sentence.

Likewise, they should practice stressing content words in their speech so that other people will understand .