

# STRESS PATTERN

## Subject

English

## Prepared By

[Instructor Name]

## Grade Level

3

## Overview

This lesson plan covers teaching content for;

1. Expressing words with the right Stress Pattern.
2. Understanding the types and functions of the different stress
3. Producing speeches, appropriate pattern of rhythm and stress listening to stories and poems read aloud in class.
4. Distinguishing the contrast between two expressions both in statements and in questions.

## Objectives

Students should be able to;

- Express words with the right Stress Pattern.
- Understand the types and functions of the different stress
- Reproduce in speech, appropriate pattern of rhythm and stress listening to stories and poems read aloud in class.
- Distinguish the contrast between two expressions both in statements and in questions

## Activity Starter/Instruction

1. Tell students that today you will be talking about Stress Patterns in English Language
2. Tell students that today you will be talking about the two parts in Intonation Pattern
3. Tell students that today you will be talking about the different pitches in Intonation Patterns.

## Guided Practice

### Day 2/ Lesson 2: 15 Mins

1. Tell the students there are three types of stress in English Language
2. Provide cards with the headings "Syllable Stress, Word Stress and Phrase, Clause or Sentence Stress".
3. Tell the students that Syllable stress is when one syllable is pronounced louder and more clearly than adjacent syllables.
4. Tell the students that some syllables are

## Teacher Guide

### Day 1/ Lesson 1: 25 Mins

1. On a piece of chart paper write the heading "Stress Pattern"
2. Tell the students that stress tells the listeners which words are important
3. Tell the students that stress occurs when a sentence, word or syllables is pronounced louder and more clearly than adjacent sentences, words or syllables.
4. Tell the students that spoken English is rhythmic, like music and poetry and that rhythm is based on pauses and stress
5. Tell the students that if English is spoken without rhythm, the native speaker is forced to listen to every word, which is boring, difficult and tiring
6. Tell the students that rhythm is essential for good spoken English.
7. Tell the students that rhythms begin with stress.

## Materials Required

- Picture Cards
- Board
- Marker
- Course Book

## Additional Resources

- <https://www.learning-english-online.net/pror>
- <https://www.google.com/url?sa=i&source=imr>
- <https://www.theteflacademy.com/blog/2018>
- <https://www.youtube.com/watch?v=W-SBEI>
- <https://www.google.com/imgres?imgurl=http://11414213&docid=QpvYU2VptYtLKM&tbnid=o8>

## Additional Notes

## Teacher Guide

### Day 3/Lesson 3: 15mins

1. Discuss with students that, in English, we give stress

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to some words while some words are quickly spoken

2. Tell the students that the three types of stress perform different functions.
3. Tell the students that Syllable stress defines the word and its function
4. Tell the students that because of the syllable stress the noun construct sounds differently from the verb construct
5. Tell the students that word stress determines the rhythms of a sentence.
6. Tell the students that phrase, clause or sentence stress occurs when the speaker seeks to draw attention to the most important sentence in a long paragraph.
7. Tell the students that phrase, clause or sentence stress helps to break the monotony of the voice in a long speech or talk.

### Summary

- Encourage students to practice the different stress pattern in speech, rhythm songs, stories and poems.
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stronger than other syllables and called stress.

5. Tell the students that Syllable is a group of letters that has one vowel (a,i,e,o,u) sound in it.
6. Tell the students that when one word is pronounced louder and more clearly than adjacent words in a sentence is called word stress
7. Tell the students that when we put emphases on a word or sentence it becomes a stress word or a stressed sentence.
8. Tell the students that when one phrase, clause or sentence is pronounced louder and more clearly than adjacent phrases, clauses or sentences in a paragraph, it is called phrase or clause or sentence stress.
9. Tell the students that phrase or Clause or Sentence stress occurs when the speaker seeks to draw attention to the most important sentence in a long paragraph

**Note: Use the textbook where appropriate.**

### Assessment Activity

1. Assess the students by giving them series of sentences or passage to underline the stress syllables or words and state the types.
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### Guided Practice

#### Day 4/ Lesson 4: 20mins

1. Divide the class into groups.
2. Allow the students to select a story or poem as a group
3. Instruct the groups to select a Reader while others listen and write down the stressed words.
4. Instructs the students to write down the stress and types in their worksheets.
5. Inspect their worksheets and correct when necessary

