

# English

## Quarter 4 Module 14

### Use Appropriate Suprasegmental: Pitch, Stress, Juncture & Intonation



**English – Grade 9**

**Alternative Delivery Mode**

**Quarter 4 Module 14: Use Appropriate Suprasegmental: Pitch, Stress, Juncture & Intonation**

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# **English**

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Pitch, Stress, Juncture &  
Intonation**

# **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



## **What I Need to Know**

When you speak English, do you say the words evenly? If yes, you may sound very uninteresting. There should be a fluctuation, so it will not sound flat, monotonous (all in the same tone) and boring!

We all know that the means of human communication, either spoken or written, is called *language* and is used by a particular country or community. Especially in spoken interactions, the way we vary our tone, pitch and volume add meaning to what we say. Utterance has a great impact on how we deliver the words and how it is perceived by the listener.

This module contains exercises that help enhance communication skill using appropriate suprasegmental that comes in different forms: *pitch*, *stress*, *juncture*, *intonation*, and more.

The skills learned in this module will enable you to:

- Use Appropriate Suprasegmental: Pitch, Stress, Juncture and Intonation

Code: EN9OL-IVI 1.14



## **What I Know (Pretest)**

Before we proceed to the main point of the lesson, let us find out how much you have learned in the previous lessons by writing the letter of your answer on the line provided before each number.

- \_\_\_\_ 1. This refers to the rise and fall of voice.  
a. pitch      b. stress      c. juncture      d. intonation
- \_\_\_\_ 2. This refers to the relative highness and lowness of tone in voice.  
a. pitch      b. stress      c. juncture      d. intonation
- \_\_\_\_ 3. This refers to the relative emphasis or prominence given to a certain syllable.  
a. pitch      b. stress      c. juncture      d. intonation
- \_\_\_\_ 4. This refers to the transition between two successive syllables in speech.  
a. pitch      b. stress      c. juncture      d. intonation
- \_\_\_\_ 5. This is another term for prosodic feature in phonetics which includes pitch, stress, juncture and intonation.  
a. suprasegmental      b. literary device      c. figure of speech      d. grammar
- \_\_\_\_ 6. This is another term for prosodic feature in phonetics which includes pitch, stress, juncture and intonation.  
a. falling intonation      b. fall-rise      c. rising intonation      d. rise-fall
- \_\_\_\_ 7. "Give me a \_\_\_\_\_ bag" is an example of imperative sentence in which the adjective 'plastic' must be properly enunciated in one of the following choices below.  
a. PLAS-tic      b. plas-TIC      c. plastic      d. PLASTIC
- \_\_\_\_ 8. In the statement, "Children must be supervised by adults and observe minimum public health standards, such as wearing of face masks and social distancing", what juncture symbol should be used?  
a. /      b. //      c. #      d. @
- \_\_\_\_ 9. What do you think will happen if we don't use suprasegmental?  
a. speeches would be nice      b. messages would be clear  
c. words we are trying to convey would be vague      d. no idea

# Lesson 1

## Use Appropriate Suprasegmental: Pitch, Stress, Juncture, and Intonation



### What's In

Hello everyone! In your previous lessons, you have learned about pitch, stress, juncture and intonation as suprasegmental. This part of the module will help you appreciate the topic through a preliminary activity.

#### Preliminary Activity

Direction: Read the sentences below and write **T** in your paper if the statement is true and **F** if it is false.

1. Phoneme is a distinct unit of sound in a specified language that can be used to make one word different from another. \_\_\_\_\_
2. Graphemes are various letters and letter combinations used to represent a sound. \_\_\_\_\_
3. Morpheme is the smallest linguistic unit that contains an element of a word that cannot be divided into smaller parts. \_\_\_\_\_.
4. Pitch is the highness and lowness of a sound. \_\_\_\_\_
5. Intonation is the variation in the pitch level of the voice. \_\_\_\_\_
6. Stress or accent is relative emphasis or prominence given to a certain syllable in a word, or to a certain word in a phrase or sentence. \_\_\_\_\_
7. Juncture is a pause or slight delay in a continuous flow of speech. \_\_\_\_\_
8. Suprasegmental, also called prosodic feature, in phonetics, a speech feature such as stress, tone, or word juncture that accompanies or is added over consonants and vowels\_\_\_\_\_.



## What's New

You learned that human speech communication involves not just the production of sounds as segments but a complex of acoustic variants which are called **suprasegmental features**. Such acoustic variants include **pitch, stress, juncture and intonation**. (*Source: from the internet “Chapter 5: The Suprasegmental Features 5.0”*)

Do you know that the smallest basic unit for the analysis of supra-segmental features is the **syllable**? To better understand this matter— consider uttering the word below:

- a. Yes. (answer)
- b. Yes? (guessing)
- c. Yes. ('What do you want?')
- d. Yes. ('I see...' said evilly)

Have you noticed that as you utter it in different ways it connotes different meanings? Thus, suprasegmental is at work. There are four prosodic features that you will be learning in this lesson.

1. **Pitch** - is the loudness and lowness of our voice. We use **pitch** to give subtle meaning to sentences. The use of **pitch** is called intonation, but the words "**pitch**" and "intonation" are often used interchangeably. Pitch as part of language includes both intonation and tone. Now, consider reading the sentences below. There are **four** contrastive **levels of pitch**: low (1), middle (2), high (3), and very high (4).

Use the levels of pitch as you read the sentences below.

- a. Who kissed Happee?
- b. MARSHIA kissed Happee.
- c. Who did Marshia kiss?
- d. Marshia kissed HAPPEE.
- e. What did Marshia do to Happee?
- f. Marshia KISSED Happee.\

2. **Intonation**- plays a role in determining utterance meaning. Intonation Patterns
- Falling **Intonation** means that the pitch falls with time.

**FALLING INTONATION** is used on the last stressed syllable of the sentence in:

- **Statements** (Declarative Sentences): We live in MOSCOW.
- **Special Questions**: Where do you LIVE?
- **Commands** (Imperative Sentences): STOP it! Sit DOWN.
- **Exclamatory Sentences**: What a wonderful SURprise!
- **The last part of the alternative questions** (after “or”): Do you want TEA or COFFEE?
- **Tag Questions** (When the speaker is sure that the answer will be “yes”): You LIVE here. DON’T you? (The speaker is sure and expects the answer is “yes”).

**DIPPING OR FALL-RISE INTONATION** (Fall/Rise Intonation 2):

- The pitch is low at first then it rises at the end of the sentence.
- It indicates one of the following:
  - Surprise disagreement
  - The speaker wants the person to whom he speaks to respond or confirm.
  - The speaker has not finished yet what he has to say.

**PEAKING OR RISE-FALL INTONATION** rises and then falls.

- This means that your pitch rises & then falls on the focus word (the most important word in the sentence).
- The rising-falling intonation pattern is used in **statements** and in **WH questions**. These are questions that begin with the “wh” words such as who, where & what

**RISING INTONATION** means the pitch of the voice rises over time and is used in the following:

- General Questions: Was she glad to SEE him? ↑
- Dependent or Introductory Parts of the Sentences: If he CALLS, ask him to COME. ↑
- The First Part of Alternative Questions (before 'or'): Would you like an APple or a  
PEAR? ↑
- Direct Address: SIR, you dropped your noteBOOK. ↑
- Enumerating Items in a list: She bought bread, cheese, and toMATOES. ↑
- Tag Questions (When the speaker is not sure that the answer will be 'yes' or wants your Opinion): ↑ ↑
  - It's a beautiful TOWN, ISNT' it? (The speaker thinks that this town is beautiful but asks for your opinion and confirmation.)

3. **Stress** - refers to emphasis or prominence given to a certain syllable in a word phrase or sentences. The syllables in English words have three degrees of prominence: primary, secondary and weak.

*Rules:*

Two-syllable verbs are stressed on the last syllable, e.g. beware, collide, deceive. Exceptions: cover, threaten, notice. 2. Two-syllable prepositions are stressed on the second syllable, e.g. about, beyond, behind. Exceptions: under, over, after. 3. Two-syllable nouns of English origin and old borrowings are stressed on the first syllable, e.g. window, costume, village. Exceptions: account, excuse. In English, stress shift may bring about a change in meaning, which the following pairs of words illustrate:

conduct (n) /'kDndAkt/ conduct (v) /kan'dAkt/

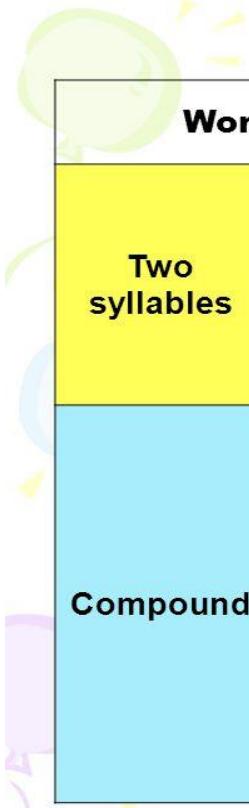
insult (n) /'inSAlt/ insult (v) /in'SAlt/

1. The **primary stress** is the point of greatest prominence in the word. It is found in monosyllables pronounced in isolation and in one syllable of all polysyllables. It will be symbolized here by a short vertical mark above the line before the stressed syllable. Symbol (').
2. The **minimal or weak stress** is the lightest emphasis given to one or more syllables in a word. It is found in practically all English words of more than one syllable and it will be left it unmarked.
3. The **secondary stress** is an intermediary stress between the primary and the minimal. It is found in many words of three or more syllables and will be symbolized here by a short vertical mark before the stressed syllable but below the line (˘).

- It tells you to put a little more stress on the syllable that follows the accent mark than on the other syllables.
- Examples:
 

<b>husband</b>	— primary stress
/ 'haʊzbənd /	
<b>continue</b>	— secondary stress
/ kən'tɪnju: /	
<b>presentation</b>	— tertiary stress
/ ,prez'n'teɪʃn /	

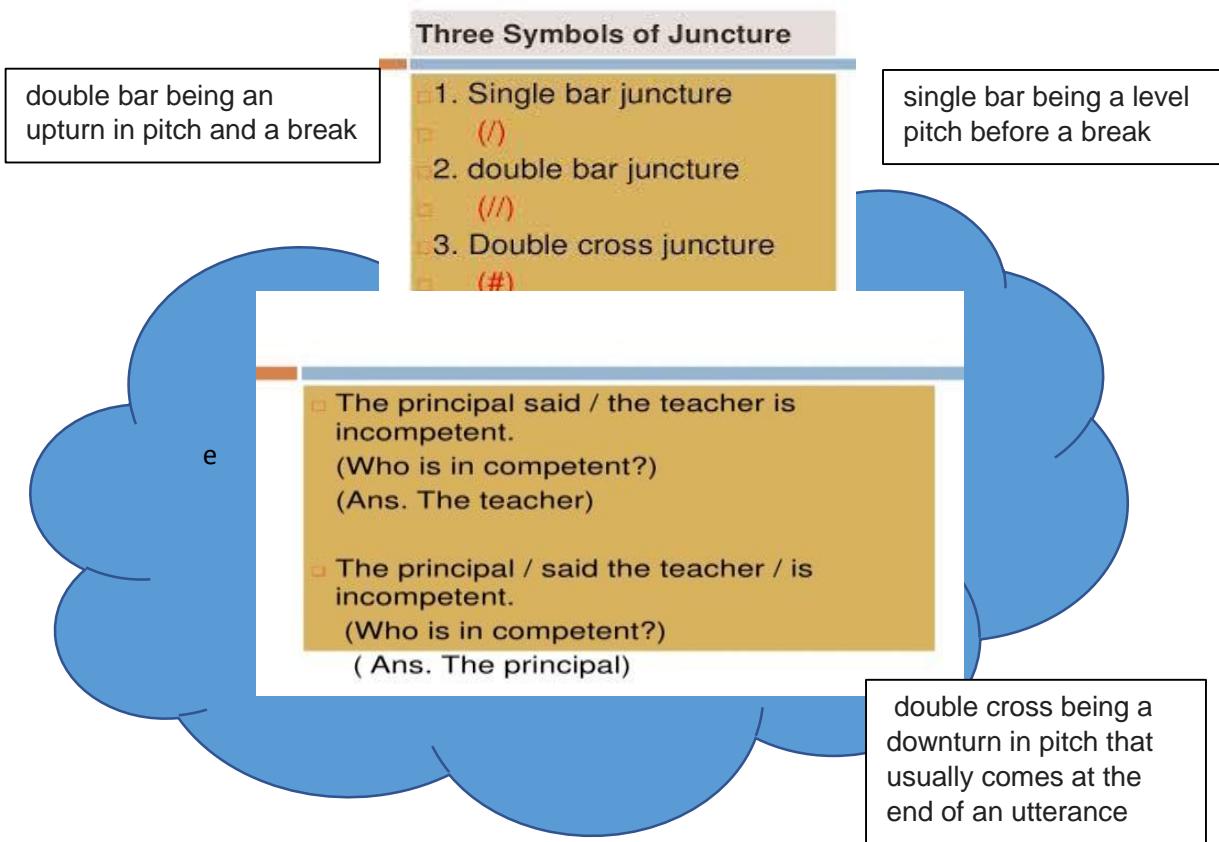
## Word Stress Rule



Word type		Where is the stress?	Examples
Two syllables	Nouns	on the first syllable	center object flower
	Verbs	on the last syllable	release admit arrange
Compound	Nouns (N + N) (Adj. + N)	on the first part	desktop pencil case bookshelf greenhouse
	Adjectives (Adj. + P.P.)	on the last part (the verb part)	well-meant hard-headed old-fashioned
	Verbs (prep. + verb)		understand overlook outperform

4. **Juncture**- is the manner of moving between two successive syllables in speech. A cue by means in which listener can distinguish between two otherwise identical sequences of sounds that have different meanings.

e.g., distinguishing *I scream/ai+skri:m/* from *ice cream /aɪs+kri:m/*.

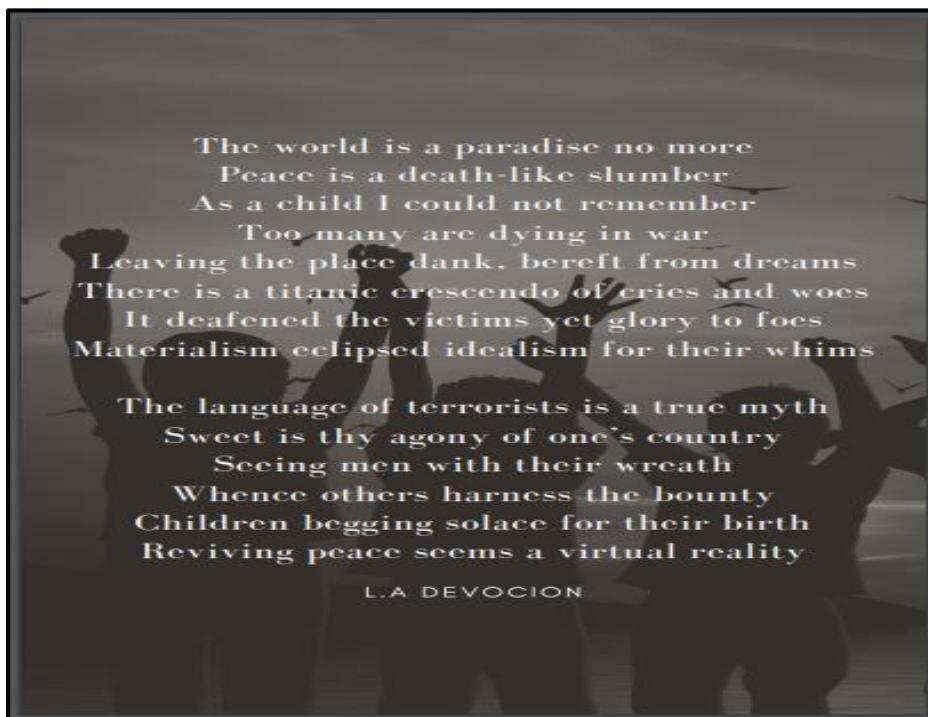


e.g., for thought groups



## What is It

Here is the text of L.A Devocion's Sonnet 001



### Reflection

1. What is the image of the world today?
2. How does the poet describe the terrorists, the soldiers, and the victims?
3. What is meant by the line, "Materialism eclipsed idealism for their whims?"
4. As a child of the future how would you view peace?

### Connecting to life

1. Is there a part of the sonnet that reminds you of someone in your life?
2. What kind of person is she/he?
3. What line suggests bravery?
4. Is the message of the sonnet worthwhile? Prove your point.
5. How important is the poem's message in your life?

### Activity

Direction: Read the sonnet and do the following:

1. In the first four lines of the poem, apply all the junctures using the symbols. You can use the worksheet attached to give your answer.

Example: One who gets irritated easily is unhappy.

Answer: One/ who gets irritated easily/ is unhappy

2. In the second four lines of the poem, use the stress rules above to assign a stress pattern

Example: I choose to see all that is interesting and beautiful.

Answer: I CHOOSE to SEE ALL that is Interesting and BEAUTiful.

3. In the last six lines of the poem, pick the word that can be used as verb or adjective.

Example: And then the whining school-boy, with his satchel  
And shining morning face, creeping like snail

Answer: Verb: creeping  
Adjective: shining

4. In the poem, pick at least two (2) lines that you like most and mark up an intonation pattern to show the pitch.

Example: What a beautiful voice!

Answer: What a beautiful ↴ voice!

5. Does the suprasegmental help you understand the meaning of the poem? How?



## What's More

Directions: Read the sonnet again. Pick at least five (5) words/lines and show or present the use of suprasegmental. Sample answers are done below.

e.g. **Pitch levels** : The world is a paradise no more!

1      3      1 1      1      3      4

**Intonation Pattern:** Falling intonation

**Stress Pattern:** Primary - world, is ,no, more

Secondary – para Primary -dise

Weak - the,a

**Juncture** : The world/ is a/ paradise// no more

Suprasegmental	Sample Answers
Pitch Levels	The world is a paradise no more! 1    3    1 1    1    3    4
Intonation Pattern	Falling Intonation
Stress Pattern	➤ Primary: <i>world, is, no, more</i> ➤ Paradise Stress Pattern: Secondary: <i>para</i> Primary: <i>dise</i>
Juncture	The world/is a/paradise//no more

Peace is a death-like slumber  
 As a child I could not remember  
 Too many are dying in war  
 Leaving the place dank, bereft from dreams  
 There is a titanic crescendo of cries and woes  
 It deafened the victims yet glory to foes  
 Materialism eclipsed idealism for their whims  
 The language of terrorists is a true myth  
 Sweet is thy agony of one's country  
 Seeing men with their wreath  
 Whence others harness the bounty  
 Children begging solace for their birth  
 Reviving peace seems a virtual reality



## What I Have Learned

Learning how to glide between one pitch to another while maintaining that same sound or vowel is really essential in communication to convey what you mean through your intonation.

- I. Use the words below in a sentence and note the change in sound and meaning. Numbers 1 and 2 are done for you.

- |            |  |
|------------|--|
| 1. Oh?     | Oh? Did you really go there? (disbelief)               |
| 2. Oh.     | I am not supposed to go with him, oh. (disappointment) |
| 3. Really? |  |
| 4. Really. |  |
| 5. Okay?   |  |
| 6. Okay.   |  |
| 7. Today?  |  |

- II. Identify what type of intonation pattern is to be used: *falling intonation, dipping/fall-rise intonation, peaking/rise-fall intonation, or rising intonation*. Write your answer on the blanks provided after each sentence.

1. Is that Emily Lailah over there? \_\_\_\_\_
2. You know it as well as I do. \_\_\_\_\_
3. This dress is more expensive than that one \_\_\_\_\_
4. Do you know Marcus, dear \_\_\_\_\_
5. Good morning, kid! \_\_\_\_\_

- III. Use the following words in a sentence to denote stress.

<b>Verb</b>	<b>Adjective</b>
conTRAST	CONtrast
conVERT	CONvert

Below are samples of homographs: words that have the same spelling but differ in meaning and pronunciation depending on stress. Choose any of the homographs in as sentence either as a noun or a verb.

Homographs	
Verb	Noun
conTRAST	CONtrast
conVERT	CONvert
preSENT	PREsent
reCORD	REcord
susPECT	SUSpect

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## What I Can Do

### Involvement

#### Sense me with my Pitch!

Identify the emotion of the sentences below based on the pitch required in reading the statements. Choices are provided below. Write the correct answer on the blank provided after each number.

List of Emotions: **sadness, happiness, fear, anger, surprise, disgust, disappointment**

1. Peace is a death-like slumber. \_\_\_\_\_
2. Too many are dying in war. \_\_\_\_\_
3. Sweet is thy agony of one's country. \_\_\_\_\_
4. The language of terrorists is a true myth. \_\_\_\_\_
5. Whence others harness the bounty. \_\_\_\_\_

## I Rise and Fall!

Identify the intonation pattern.

1. The world is no longer a paradise.
2. Are terrorists' acts justified?
3. Soldiers' sacrifice is always admirable.
4. When is peace coming?
5. Stop fighting!

## Correct me with my stress!

Choose the correct word using stress.

1. The \_\_\_\_\_(conDUCT, CONduct) of President Duterte to attain peace is admirable.
2. The Armed Forces of the Philippines (conDUCT, CONduct) specialized military operations and inspections to prevent crime.
3. (REcord, reCORD) \_\_\_\_\_ shows low corruption among armed forces since the salary increase took effect.
4. The Philippine Government (REcords, reCORDS) the latest victims of terrorism amidst the ongoing pandemic.
5. John wants (CONtest, conTEST) the result of essay writing (CONtest, CONtest) on “Attaining Peace.

## Word Stress Quiz

- |   |  |
|---|--|
| 1. Can you pass me a <u>plastic</u> knife?    | 6. I can't <u>decide</u> which book to borrow.         |
| <input type="radio"/> PLAS-tic                | <input type="radio"/> DE-cide                          |
| <input type="radio"/> plas-TIC                | <input type="radio"/> de-CIDE                          |
| 2. I want to be a <u>photographer</u> .       | 7. Couldn't you <u>understand</u> what she was saying? |
| <input type="radio"/> PHO-to-graph-er         | <input type="radio"/> un-DER-stand                     |
| <input type="radio"/> pho-TO-graph-er         | <input type="radio"/> un-der-STAND                     |
| 3. Which <u>photograph</u> do you like best?  | 8. How do you <u>pronounce</u> this word?              |
| <input checked="" type="radio"/> PHO-to-graph | <input type="radio"/> pro-NOUNCE                       |
| <input type="radio"/> pho-TO-graph            | <input type="radio"/> PRO-nounce                       |

- |                                   |  |
|-----------------------------------|--|
| 4. He was born in <u>China</u> .  | 9. I want to receive a birthday present. |
| <input type="radio"/> CHI-na      | <input type="radio"/> pre-SENT           |
| <input type="radio"/> Chi-NA      | <input type="radio"/> PRE-sent           |
|                                   |  |
| 5. Whose <u>computer</u> is this? | 10. The teacher records the scores.      |
| <input type="radio"/> com-PU-ter  | <input type="radio"/> Re-cords           |
| <input type="radio"/> com-pu-TER  | <input type="radio"/> re-CORDS           |

## Summary

If you use the **supra-segmental features** of our mother tongue when we speak a foreign language, you are very likely not to be understood. Why?

All languages make use of segmental and suprasegmental features.

All languages use at least segmental features distinctively.

Some languages use suprasegmental features distinctively.

All speakers have a different average **pitch**.

\* Pitch as part of language includes both intonation and tone. Intonation pitch as it operates over phrases and sentences that do not distinguish individual words plays a role in determining utterance meaning.

Thus, you need to have a pitch in speaking. You may glide up in order to ask a question, or you may glide down in order to finish a statement.

You may have a rise in pitch because you're questioning someone or double-checking what you heard.

**Intonation** gives clarity to one's emotion.

**Word stress or Word accent:** is the magic key to understanding spoken English. Native speakers of English use word stress naturally. Word stress is so natural for them that they don't even know they use it. Non-native speakers who speak English to native speakers without using word stress, encounter two problems: 0. They find it difficult to understand native speakers, especially those speaking fast. 0. The native speakers may find it difficult to understand them.

A change of places of a **juncture** in a sentence logically changes the thought of the statement.

"**Suprasegmentals**" are important for marking all kinds of meanings, in particular speakers' attitudes or stances to what they are saying (or the person they are saying it to), and in marking out how one utterance relates to another (e.g. a continuation or a disjunction).

**You need appropriate suprasegmental to be understood!**



## **Assessment (Post-Test)**

**Test I.** Write **peace** if the statement is true and **war** if the statement is false.

1. Suprasegmental is the utterance of phonemes in more than one sound. \_\_\_\_\_
2. Suprasegmental talks about vowels and consonants. \_\_\_\_\_
3. Suprasegmental is considered the "musical" aspect in speech. \_\_\_\_\_
4. In talking even to animals, we adopt a set of suprasegmentals. \_\_\_\_\_
5. Suprasegmentals are important in getting all kinds of meanings. \_\_\_\_\_



## ***Answer Key***

Pretest	
1. D	A. conduct
2. A	B. Record
3. B	C. RECORD
4. C	D. CONTEST
5. A	E. conTEST
6. B	7. C
7. C	8. A
8. A	9. B
9. B	10. C
Post Test	
1-5.	Peace

WHAT IS IT	
1-8 True	
What I Can Do	
1.	
2. devastated	
3. sad/angry	
4. Envy	

## ***Reference***

<http://udel.edu/~dlarsen/ling101/slides/Suprasegmentalshandout.pdf>

[https://shodhganga.inflibnet.ac.in/bitstream/10603/96560/13/13\\_chapter%205.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/96560/13/13_chapter%205.pdf)

<https://www.thoughtco.com/suprasegmental-speech-1692008>

<https://www.engvid.com/english-resource/35-words-stress-changes-meaning/>

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