

DEVELOPING MATERIALS FOR TEACHING WORD STRESS IN ENGLISH

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Jonathan J Pierrel

Dr. Elizabeth M. Riddle - Advisor

Ball State University

Muncie, Indiana

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Abstract

Word stress often causes problem for learners of English. This is due to the apparent irregularity of word stress in English. Garde (1968), Guierre (1979, 1984, 1985), Fudge (1984), and Fournier (2007) offer an approach to the treatment of word stress that relies mainly on morphology. After presenting the theoretical basis for this approach, original materials are offered which use a morphological approach to enable second language learners to predict the stress placement of most words in English. These materials are intended for advanced learners of English who want to improve their pronunciation and their oral comprehension.

Introduction

For any polysyllabic word in English, a particular syllable is pronounced with “greater prominence or loudness” (e.g. the word *linguistics* has a primary stress on the penultimate syllable.) This defines word-stress (Teschner & Whitley, 2004). While the distribution of word-stress is very regular in some languages – e.g. virtually always on the first syllable in Finnish or Czech, always on the last syllable in French (Celce-Murcia et al, 1996) – word stress rules are much more complex in English (Halle & Keyser, 1971) and present less regularity than for the languages cited above. The main objective of this creative project is to develop teaching materials on English word stress that will enable learners of English to predict which syllable in most English words will receive the primary word stress.

Native speakers of English rely on word stress to recognize isolated words (Cooper et al, 2002; Sanders, Neville, & Woldorff, 2002; Slowiaczek, 1990), as well as words on the sentence level (Benrabah, 1997). Studying stress patterns in English is particularly important for speakers of other languages whose stress rules are more regular and/or different (Celce-Murcia et al, 1996) and thus interfere with comprehensibility. Effective word stress teaching therefore plays a non-negligible role in learners’ instruction. Stressing words appropriately also improves vowel quality, or at least prevents it from being distorted, as may result with incorrectly stressed words.

Due to the complexity of the English word stress rules, there have been varied approaches to teaching them. Avery & Ehrlich (1992) argue that there are no hard and fast rules for English word stress and that stress patterns should be learned at the same time as new vocabulary, but they still provide a few general rules about word stress based on suffixes. Chomsky and Halle (1968) propose complex phonological rules which are not accessible to non-linguists, and therefore, not easily adaptable to teaching materials. Simpler rules rely on patterns of word affixation, which accounts for most English lexical word stresses (Teschner & Whitley, 2004; Fudge, 1984.) For example, all words ending with the suffix *-ion* will be stressed on the penultimate syllable. This approach consists of looking for stress rules specific to the type of prefix or suffix. These rules have the potential for being more easily learned and assimilated by learners of English than the phonological rules proposed by Chomsky and Halle.

The current literature on word stress rules based on affixation is either addressed to linguists (Burzio, 1994; Fudge, 1984; Halle & Keyser, 1971; Teschner & Whitley, 2004), which usually presents extensive rules not easily accessible to English learners, or addressed to teachers (Celce-Murcia et al, 1996; Laroy, 1995), and it seldom provides more than a few activities to increase students' awareness about word stress and a few affixation word stress rules. This creative project bridges the gap between the two by providing students and/or teachers with accessible and sufficient word stress rules so that students can learn to predict where the primary stress falls in a very large number of English words.

Objectives

The main objectives of this creative project are to create teaching materials that will enable the learners of English:

- To recognize and be familiar with word stress;
- To recognize the importance of word stress in English;
- To identify affixes in English;
- To identify stress patterns;
- To stress words accurately in careful speech as well as less conscious utterances, which will help learners to understand and be understood more easily.

The proposed materials limit their scope to the teaching of word stress. Of course, learners of English also need to know about sentence stress and vowel reduction. This creative project, however, does not aim to discuss these two closely related topics in detail, which nevertheless constitute important aspects of oral English. These two topics are merely introduced briefly so that the students are aware of their existence and their role. The assumption here is that the mastery of word stress rules will facilitate the mastering of (1) stress on the sentence level, since one needs to know which syllable of the word should receive the primary stress, and of (2) appropriate vowel reductions, which are highly linked to word stress.

Targeted Learners

This creative project is intended to be used by any advanced learners of English, regardless of their L1, although they may be most beneficial for learners whose L1 treatment of stress is dissimilar from that of English. The materials are intended for advanced learners of English who are already proficient enough to communicate in English, but who want to improve their oral comprehension and speaking skills. The examples used in the exercises offer a wide range of registers and vocabulary, which should be accessible to advanced learners. Even though the exercises could be done without the comprehension of the sentences and the specific vocabulary, advanced learners may nonetheless be confronted with unfamiliar vocabulary. Such words can be looked up, or ignored. The advantage of the latter is that students can get used to processing authentic advanced language aurally without necessarily needing to know every word beforehand.

Since the exercises call for conscious analyses on the part of the students, it is not recommended that they be used with learners at an early age in their intellectual development. Moreover, the subjects treated in the authentic exercise items would be too difficult in many cases for youngsters to understand. In the case of students in their teens, the teacher should be able to decide whether his or her students would be able to process the information presented and to accomplish the exercises.

Literature Review

This part reviews the linguistic literature on word-stress and second language acquisition. The first looks at the extent to which native speakers rely on word-stress while decoding spoken language. The second section reviews research on the relationship between word-stress in L1 and L2. The third section considers whether second-language learners benefit from word-stress instruction. The fourth section looks at stress rules in English. Finally, the last section reviews a selection of textbooks that deal with word stress in English.

1. Word-stress and L1

The main issue here is to know whether or not English native speakers rely on stress to grasp the meaning of what is said. While it is obvious that sentence stress does play a role in discourse (as in sentences such as: JOHN ate all of it vs. John ate ALL of it), the answer is not as straight forward when it comes down to word recognition. Word stress is obviously part of lexical entries, but it does not necessarily mean that it plays a role in word recognition. In other words: is stress a source of information for native speakers of English to recognize words?

Researchers have tackled this issue by conducting experiments where participants were asked to perform shadowing tasks (Slowiaczek, 1990; Cutler and Clifton, cited in

Slowiaczek, 1990; Slowiaczek et al, 2006) or with word-spotting tasks (e.g. Sanders, Neville, & Woldorff, 2002).

The shadowing task consists of asking native speakers to repeat words as soon as possible after they hear them. The list of words that they hear contains correctly-stressed words and incorrectly-stressed words to try to measure a difference in the way the participants process them. This method, however, can involve other parameters than stress in that process. In particular, an incorrectly-stressed word is quite likely to present some changes in the quality of vowels. This would influence the recognition of words, which would make this type of task inadequate to isolate the issue of whether stress is involved in the word recognition process. Although Cutler and Clifton did not try to consider this issue, Slowiaczek (1990) manages to take this into consideration by using words that had at least two syllables with full vowels. This way, the only variant between the correctly- and incorrectly-stressed words is stress and not stress and vowel quality. It must be said, however, that both the Slowiaczek (1990) and the Cutler and Clifton studies claim that incorrect word stress interferes with word recognition. Later, Slowiaczek et al. (2006) tried to determine whether a lexical decision task (deciding whether what is presented is a word or a non-word) or shadowing tasks are influenced by a certain priming effect in regards to stress – for example, the participants are asked to determine whether LIFEkime is a non-word after hearing a word with a similar stress pattern, e.g. Rating, or not, e.g. ciGAR. This question is quite legitimate since some studies dealing with word recognition and semantic found that priming had an effect on the organization of speakers' lexicon (Cooper, Cutler, & Wales, 2002). Consequently, Slowiaczek et al.

(2006) designed a study to determine whether stress priming has an effect on the participants' responses, which would suggest that similar stress patterns are somewhat linked in the speakers' lexicon. They conclude that the priming paradigm does not influence word recognition, but that word stress still does.

One of the main drawbacks to the shadowing experiment or the lexical decision experiment is that it investigates the issue of word recognition solely in isolated words lists. This may consequently leave out other factors that are involved in word recognition.

Sanders, Neville, and Woldorff (2002) claim that English native speakers do rely on stress patterns to identify specific targets, and even more so when semantic and lexical cues are not available. They conducted an experiment to consider if stress has an influence on how speakers process and segment speech in the word spotting task. The first step in the word spotting task consists of creating nonsense sentences; by doing so, different variants such as semantic, syntactic, or acoustic features can be manipulated while also allowing different stress patterns. Once the nonsense sentences have been created, the participants are exposed to a target sound in isolation and are then asked to say whether they could identify that target sound in the nonsense sentence and to specify in which syllable of the word they heard that specific sound.

So far, the research seems to show that native speakers rely on word stress to recognize words or specific sound targets, but all the experiments in these studies involve situations where stress information is used in a non-naturalistic environment.

Benrabah's study (1997) provides with valuable information on this issue. He asked non-native speakers of English to talk freely on a certain topic. Their speech was

audio recorded. Sentences were then isolated and presented to native speakers of English, who were asked to write down what they understood. The results show that in some cases, the native speakers' understanding was strongly influenced by stress placement (e.g. the intended word was "suitable", the non-native speaker incorrectly stressed the second syllable and the native speaker understood "the level.") Although once again the issue of other features such as vowel quality may also be at stake here, this results strongly supports the claim that native speakers rely at least partially on word stress when listening to speech.

The following section reviews the literature on how word stress is treated by second language learners.

2. *Word Stress in L2*

In the previous section, it has been shown that English speakers do rely on word stress during lexical processing. However, this does not mean that learners of English also use word stress as a feature for word recognition. Since word stress is not used similarly in all languages, and assuming that there is a certain degree of L1 transfer while learning the L2, this constitutes an intricate area of enquiry in the field of SLA. In particular, it is important to know whether L2 speakers can use or learn how to use L2 word stress information which is not significantly distinctive in their L1. As far as cross-linguistic transfer is concerned, three scenarios can be considered: 1. No transfer: learners cannot use the same stress decoding information from their L1 while learning an L2. 2. Full transfer: learners have full access to their word stress processing abilities from their

L1 to the L2. 3 Partial transfer: only certain features from the L1 regarding word stress processing can be used in the L2 (Unsworth, 2004).

This area of research is all the more interesting when the L1 of the learners has a very different treatment towards word stress (as in French, for example, where it is always the last syllable which receives the stress and where stress is not a distinctive feature in word recognition). Furthermore, as Benrabah's study suggests, this research not only bears on word recognition; it also has implications for understanding of communication on the sentence level.

A first question is to determine whether there is a transfer of stress properties between the L1 and the L2.

Cooper, Cutler, & Wales (2002) carried out a study to determine whether native speakers of Dutch, which is a language that exhibits irregular word stress in the sense that it does not always fall on the same syllable, as in English, are sensitive to word stress when listening to English. Advanced learners of English were asked to perform a 'cross-modal priming task' and a word identification task. In the cross-modal priming task, they heard sentences cut on the first or second syllable of the last word; they then saw a phonetically matching or mismatching word which they had to identify as an English word or non-word. In the word identification task, they listened to the first syllable of a word and determined if it phonetically matched to a word that they saw. A control group of native English speakers also performed the same tasks. Interestingly, the Dutch native speakers performed even better than the English native speakers (faster and more accurate). This may be explained by the fact that stress is an even more important

constraint in Dutch since there is no vowel reduction in words. More interestingly for our purposes, this can suggest three possibilities: (a) that there is transfer from the L1 to the L2 regarding stress treatment in stress; or (b) since the participants were advanced learners of English, their perception skills towards stress developed and improved during their English acquisition, although this argument is less likely than (a), or (c) a combination of both (a) and (b).

Perhaps an even more important question is how speakers of an L1 where word stress is not a significant feature learn a language like English where word stress does vary significantly. Dupoux, Navarrete, & Peperkamp (2008) talk about “stress deafness” for native speakers of French. In their study, French participants performed a sequence recall task in Spanish (like English, word stress in Spanish varies and is a feature that is used to contrast meaning on the word level.) The participants pressed two keys to hear a minimally contrasting word corresponding to each key. They could hear the words as many times as they wanted. The two words were different either only on the level of the phoneme (a minimal pair involving two different phonemes) or only on the level of the stress. Once the participants were ready, they heard one of the two words and were asked to determine which one they had heard. The results showed that the French native speakers produced far more mistakes (over 70%) when the distinction was done on the stress level. The results were compared to those of two control groups: 20 Spanish native speakers and 20 French native speakers. Although it could be thought that French learners of Spanish simply make more mistakes than native Spanish speakers because they are still learning the language, the fact that the French control group and all the

participants, regardless of their level in Spanish, show the same percentage of mistakes supports the conclusion that French native speakers have difficulty distinguishing word stress in Spanish. From this experiment, Dupoux, Navarrete, & Peperkamp concluded that “Stress ‘deafness’ emerges here as a robust processing limitation, which cannot be eliminated with a significant exposure to a language with contrastive stress.” To make sure that the results were not limited due to the short-term memory involvement of the sequence recall task, they then performed a lexical decision task (deciding whether some words which varied in stress placement were Spanish words or non-words). Here again, the results suggest that the stress ‘deafness’ is not limited to the short-term memory process, but also extends to lexical access. Dupoux, Navarrete, & Peperkamp have quite a strong opinion on this issue. It must be said, however, that although participants had different levels of Spanish, there is no indication whether some of them had received formal instruction on this issue or whether other factors come into play in the recognition of stress in another language. Similar studies with native speakers of languages such English or Dutch would shed more light on this issue.

One domain that might influence stress processing and which is certainly not often dealt with in the field of SLA is music training. Kolinsky et al. (2009) designed a study to determine whether musical training might have an effect on word stress processing. They selected two groups of French monolinguals: one that had no musical training, the other group consisting of musicians. The two groups had to perform a sequence repetition task on non-words. The results suggest that while the non-musician French native speakers could be classified once again as stress ‘deaf’, the musician group

performed better and made fewer mistakes. This study does suggest that other factors come into play during word stress processing other than the first language. In particular, it shows that non-linguistic skills helped the participant to discern word stress.

Also, Tremblay's study (2008) does not support Dupoux, Navarrete, & Peperkamp's claims. French Canadian learners of English performed two tasks: a "cross-modal word identification task" and a "vocabulary production task." This study involves three proficiency groups to determine whether the level of English of the French speakers would have an influence on their ability to use word stress to recognize English words. Tremblay argues that "several L2 learners can use primary stress for recognizing English words, but only the L2 learners with target like knowledge of stress placement can do so." (Tremblay, 2008, p. 553) In other words, the degree of exposure to the language is a variable not to be neglected when analyzing stress perception.

Tremblay's study implies that even learners who have an L1 that does not use word stress as a feature to recognize words are not 'deaf' to word stress. This suggests that instruction regarding word stress or stress in general may influence word stress perception.

3. Do SLLs benefit from word-stress instruction?

Dupoux, Navarrete, & Peperkamp (2008) argue that word stress instruction does not help learners with stress perception, since one group in their study described above "did have metalinguistic awareness of stress, since they had been taught explicitly about contrastive stress as part of their Spanish language training," and there was no difference in performance. However, there is no information about what that explicit instruction

consisted of. It is not clear whether the learners had been presented with stress rules that are easily applicable and easy to remember. Nor is anything said about the amount of time spent to raise students' metalinguistic awareness of word stress.

Murphy (2004), on the other hand, has a different approach. He argues that attending to word stress helps learning vocabulary. After introducing a numeric system to identify stress patterns in English to two ESL classes, he surveyed his students to obtain feedback about his instructional techniques. The numeric system he developed only had students take into consideration the number of syllables in the word to help them guess on which syllable the stress would occur. Although this system is minimal and does not really provide rules of thumb, it still suggests that students can benefit from it, since 25% strongly agreed that "using the numeric system helped them learn to pronounce new words", and "to learn to use new words in conversation" (36%).

In Tremblay (2008), it is also suggested that more advanced learners can use word stress to recognize words. Although the connection is not immediate, this does suggest that there is a correlation between instruction and word stress processing, even though Tremblay argues that "knowing where primary stress falls in English words is not sufficient for L2 learners to be able to use stress for L2 lexical access" (p. 353). Considering Anderson's Active Control of Thought (ACT), before the process would become automaticized, there first must be a cognitive stage and an associative stage, both of which may be facilitated through metalinguistic awareness of stress.

4. Stress rules in English

Stress rules in English are not as simple as in some other languages, since it is not always the same syllable of any given word which is stressed. There are two different basic approaches that have emerged in the research field to deal with stress rules in English: Chomsky and Halle (1968), who offer complex phonologically-based rules, and Garde (1968), who presents stress rules with respect to affixation. Garde's work was embraced by, among others, Guierre (1979, 1984, 1985), Fudge (1984), and Fournier (2007). Chomsky and Halle (1968) outline phonological rules that rely mainly on syllable weight and the notion of lax vs. tense vowels. Chomsky and Halle's main stress rule is summed up in this formula (Chomsky and Halle, 1968, p. 109):

(101) MAIN STRESS RULE

$$V \rightarrow [1 \text{ stress}] / [X \text{---} C_0 \left(\begin{array}{c} [-\text{tense}] \\ \gamma \text{stress} \\ V \end{array} \right) C_0^1 \left(\begin{array}{c} [\alpha \text{voc}] \\ \alpha \text{cons} \\ [-\text{ant}]_0 \end{array} \right)]$$

$$/ \text{---} \left\langle \begin{array}{l} \left\langle \langle_1 + C_0 \rangle_1 \left[\begin{array}{c} [-\text{stress}] \\ -\text{tense} \\ V \end{array} \right] C_0 \\ (+\text{ə}) \langle_1 \left[\begin{array}{c} -\text{seg} \\ \langle_2 - \text{FB} \rangle_2 \end{array} \right] \right\rangle_1 C_0 [\beta \text{stress}] C_0 \langle_2 V_0 C_0 \rangle_2 \end{array} \right\rangle \right\rangle]_{\langle \text{NSP} \langle_1 \text{VA} \rangle_1 \rangle}$$

where X contains no internal # boundary, $\gamma = 2$ or weaker, $\beta = \begin{Bmatrix} 2 \\ 1 \end{Bmatrix}$

Although this phonological rule may represent extremely valuable information regarding the understanding of stress rules in English phonologically, its complexity renders it difficult to memorize and ever more difficult for second language learners to apply when they speak.

Not only does this theoretical treatment of word stress in English seem too complex for English learners to assimilate, other researchers have pointed out certain flaws with what Chomsky and Halle presented. Burzio (1994) wrote that:

One of [Chomsky and Halle's claims] is the assumption that long vowels in final syllables in English are always stressed, which was introduced in SPE. That assumption implies for instance that words like *alumn[ay]*, *sat[ay]re* must have a secondary stress on the bracketed long vowels (phonetic diphthongs). There is clearly no direct empirical evidence for that conclusion, since if the latter vowels were simply long but unstressed, they would be pronounced just as they are. (p. 3)

Later refinements (Burzio, 1994) of Chomsky and Halle's rule are equally cumbersome for language teaching purposes.

It appears that the scholars disagreeing with Chomsky and Halle's claims have favored a morphological approach. In a review of Fudge's 1984 *English Word-Stress*, Guierre (1985) noted: "Section 4 deals with suffixes and, here, Fudge departs completely from Chomsky and Halle to join Kingdon, Garde and Guierre in classifying suffixes according to their 'accentual properties'" (p. 519). Fournier (2007) also presents arguments to refute Chomsky and Halle's framework. Fournier rejects Chomsky and Halle's argument that English stress rules come from Latin phonological rules highly related to syllable weight, arguing that it is extremely unlikely that a language which was spoken by only a minority and in very specific contexts could yield major phonological changes to English phonology. Instead, following Guierre (1979, 1984) Fournier offers an analysis based mainly on morphology. In this framework, words follow the Normal Stress Rule (NSR) if they do not have affixes. The NSR predicts the assignment of stress according to the number of syllables in the word:

- Words of two syllables are stressed /10/
- Words of three syllables are stressed /100/
- Words of more than three syllables are stressed /-100/

When the word has affixes, however, inseparable prefixes are generally not stressed (Germanic Law, in Fournier, 2007). Inseparable prefixes are prefixes that cannot be separated from the stem without the stem losing its meaning. As far as suffixation is concerned, there are generally two categories that are identified:

- Neutral suffixes: these do not influence the placement of the stress (e.g. *-ly*, *-ness*)
- Non-neutral suffixes: these do have an influence on the placement of the stress.

This category can be further divided into two sub-categories:

- Non-neutral non-stressed suffixes: these suffixes have an effect on the stress placement and move the stress to another syllable of the word than the suffix. (e.g. *-tion*, *-ity*, *-ate*)
- Non-neutral stressed suffixes: these suffixes draw the stress on themselves. (e.g. *-aire*, *-ee*, *-ese*)

It is this approach that is embraced in the present creative project. I suggest that such a framework can be understood by learners of English without advanced knowledge of phonology theory, and equip them with a generalization for predicting and producing the stress patterns of new words and aid in their consistent production of stress in general.

In short, the placement of word stress in English is not predictable with easy and short rules. The historical nature of the English language (a mixture of Germanic elements and Romance elements, both of which have different stress rules) has led to a

blend that may appear chaotic in its results. Although both schools of thought may offer benefits on the theoretical level, there is no doubt that the morphological approach is more adaptable to teaching materials for ESL students.

5. *Review of Teaching Materials on Word Stress*

This section offers an overview of several pronunciation textbooks. The textbooks reviewed here were selected because they deal with word stress and because of their availability. Although this does not reflect all the new materials that have been published, it represents a good sample of the general materials that are available to English instructors. Textbooks published before 1980 have been excluded from this review. Overall, this constitutes a corpus of about 15 pronunciation manuals for which the majority was published in the 90s (nine) and four in the 2000s.

All these textbooks tackle the issue of teaching pronunciation at large. Consequently, word stress is not the main focus of these textbooks. However, they all have at least a chapter dealing with stress on the word level and a chapter dealing with stress on the sentence level.

Henrichsen et al. (1999) approach word stress by incorporating pairs of words that differ mainly according to their stress patterns into a short story (usually half a page of written text). Then questions follow which highlight the difference in meaning between the two words (e.g. comedy/committee). Although this manual raises students' awareness on stress, it does not provide them with rules to predict and understand the logic in word stress.

The other pronunciation textbooks also highlight the importance of word stress by showing that differently stressed words can show a contrast in meaning (the pairs INvalid/inVALid, DEsert/desSERT appear to be famous examples), but without incorporating the pairs into a communicative context. Common activities include tapping the rhythm of words with one's hands, and a visual presentation of the different stress patterns with different fonts and size patterns. There are three pronunciation textbooks (Hagen, 1992; Dale & Poms, 1994, 2005, Kozyrev, 2005) that take the analysis slightly further by trying to raise students' awareness in explaining what stress is, giving a list of words that receive their stress on the first or second syllable, and providing a list of homographs which present different stress patterns whether they are nouns or verbs. The other works take the treatment of word stress a bit further by explaining that word stress can be predicted according to certain affixes (Dauer, 1993; Gilbert, 1993, Grant, 2001; Hewings, 1998; Lane 2005; Miller, 2006; Orion 1997). It is important to point out, however, that only a few provide the students with a detailed list of affixes that influence stress (e.g. Miller (2006) lists 22 affixes; Grant (2001) lists 18 affixes; Dauer (1993) lists 38 affixes). Several texts merely list between 5 and 10 affixes (Lane, 2005; Gilbert, 1993; Beisbier, 1994, 1995; Hewings, 1998). Most of the texts that show the correlation between affixes and word stress do so by giving a list of words for each suffix or prefix and include a few oral activities to use some of these words. The major drawback of all the exercises that present stress rules in regards to affixes is that they do so just by listing words following the particular stress pattern; they almost never present words in a more authentic context. Furthermore, probably due to space constraints (since most of the

books treat word stress in only about 10 pages), these texts struggle to find a balance between the quantity of information and the variety of exercises that would enable the students to be intellectually active in the discovery of stress patterns and that would facilitate students' acquisition of the word stress rules. For example, Dauer (1993) lists 38 affixes, but he does so by providing a table of the affixes and just a few examples for each affix.

Significance of the Project

The main significance of this creative project is that it bridges the gap between a research field that is very technical, leaving little space for direct language benefits from language learners, and EFL/ESL teaching, which generally overlooks stress rules. An approach that considers the stress placement according to affixation appears sensible if one considers the fact that 75% of the English lexicon involves affixation.

From a teaching point of view, this creative project aims at making stress rules accessible to teachers and learners at the same time. The ultimate goal is for English language learners to be able to understand and be understood more easily.

In particular, the materials represent a step towards improving pronunciation. First, the mastery of word stress is essential to applying sentence stress when polysyllabic words are involved. Second, word stress is highly linked to vowel reduction, which is another area with which learners of English often have difficulties. Once learners realize the relationship between word stress and vowel reduction, it will ease their way to more accurate and understandable oral speech by stressing and reducing syllables appropriately.

Organization of the Materials

The materials have been created in such a fashion so that advanced learners of English who wish to improve their skills in pronunciation, and particularly in stress placement, will be able to understand them without previous advanced linguistic knowledge. Instead of creating lesson plans with specific time guidelines, the chosen approach assumes that the teacher going through these materials with his/her class is the best person to estimate the pace to adopt if the introductory sections appear obvious to learners with previous linguistic background, they can be skipped and the teacher can move onto later sections with no problem.

Due to space constraints, the materials focus only on word stress. It is believed, however, that learners who have gone through these materials should have their oral skills greatly improved since stress placement is very important in English.

Due to time constraints, it has not been possible to complete the audio recordings. This should not be a major concern since the teacher using these materials can simply read aloud the examples provided when necessary. This would also allow him or her to adapt the difficulty of the exercises where the learners have to spot the mistakes. Doing these recording will be a project for the future.

Since the materials touch on the notion of syllabification, it could be considered that the absence of materials on this aspect is a drawback. Because these materials are for advanced learners, however, this should not be a problem even for learners of English whose L1 presents a strong preference for CV structured syllables, and teachers can supplement with instruction on syllabification if necessary.

Data samples

As previously mentioned, many textbooks which deal with the notion of word stress introduce data on the word level and do not include data at the sentence level. They present lists of words out of any context. Although it can be argued that introducing full sentences while focusing only on one word may be distracting, it is believed that providing some context is beneficial for the learners. The sections that encourage students to discover the stress placement rules according to certain affixes offer full sentences from authentic language which have been taken from the Corpus of Contemporary American English¹ (COCA). The queries that were used to obtain the data have the advantage of providing words with specific affixes that are frequently used in English, since the COCA orders the results according to their frequency of use. This method has the benefit of providing the most frequently used words in English that have a specific affix. This way, the examples that were chosen introduce words that learners would be most likely to encounter during their exposure to the English language. Furthermore, the sentence for a given word was chosen so that the context in that sentence would elucidate or illustrate the meaning of the word, which is beneficial for the development of the learners' vocabulary at the same time.

¹ Davies, Mark. (2008-) The Corpus of Contemporary American English (COCA): 400+ million words, 1990-present. Available online at <http://www.americancorpus.org>.

In order to provide interest for the learners, the sentences that may be controversial in content were not omitted. As long as the content did not express some kind of direct offense, it was judged as appropriate authentic language use for the purpose of language learning. Of course, the learners are not expected to know all the vocabulary that is presented in the examples, but it will hopefully be an opportunity to motivate the learners to consciously guess or look up the meaning of unknown words and/or to acquire them.

Conclusion

Second languages learners often struggle to stress words appropriately in English. This creative project is a step towards helping them predict and produce correct word stress in a large proportion of English vocabulary. The literature reviewed here suggests that native speakers of English do rely on word stress to recognize words. It is also argued that inadequate word stress placement can cause miscommunication and intelligibility issues. The morphological approach that Garde (1968), Guierre (1979, 1984, 1985), Fudge (1984), and Fournier (2007) propose to predict the placement of word stress has been embraced in the materials because it can be adapted for educational purposes relatively easily.

The materials resulting from this project reflect an approach that did not simply consider these materials as a way to present new information. Instead, it is believed that these materials critically engage the students in the process of improving their pronunciation by providing information regarding the structure of the language and by helping them to discover stress rules. These materials constitute an important step in the development of learners' oral skills and should facilitate their language acquisition.

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2 Introduction

Throughout the following pages, you will learn about the notion of **stress** in English, and more particularly about **word stress**. You should know that learning word stress rules in English is not an easy task and requires a certain minimum of time and effort. The way the materials have been created here does not require you to have prior knowledge about phonetics or phonology in English. The approach focuses primarily on prefixes and suffixes to understand the stress pattern for a large percentage of the English lexicon (the rules presented here will not allow you to predict the stress of all English words, but a great majority).

The exercises will also help you learn about the concepts that are presented. The examples provided in the exercises come from an authentic environment. They have been taken from the Corpus of Contemporary American English¹(COCA). This corpus offers a wide range of genres: from newspapers, novels, shows, magazines to academic research articles. To provide some interest, a great variety of topics was also sought. The opinions expressed in the examples do not necessarily reflect the views of the author. You may also come across cultural references with which you are not familiar. This should be a problem to complete the assignments, and it can be an opportunity to learn about new cultural references by looking for information on the internet.

Developing your understanding of word stress in English should greatly **improve your pronunciation and your oral comprehension**.

¹ Davies, Mark. (2008-) The Corpus of Contemporary American English (COCA): 400+ million words, 1990-present. Available online at <http://www.americancorpus.org>.

3 Phonetic Transcriptions

3.1 Introduction

The Roman alphabetical system (the 26 letters of the English alphabet) is only partially adequate to representing language in writing. While it is true that once native speakers of English know how to read and write they will be able to use the Roman alphabet correctly, this alphabet is not adequate for people who have an interest in pronunciation and who will read about pronunciation and different pronunciation forms. For example, the cluster of letters *oo* can be pronounced in three different ways, as in *soon*, *book*, *flood*. That is why it is advantageous to use a system where each sound is represented with only one symbol.

Using phonetic transcriptions means representing in a written form the pronunciation of words in an unambiguous way. For example, you can conceive with the person that you will interact in writing to use the symbol θ , ¥ , or whatever you feel like, to represent the ‘th’ sound present in words such as *theory*, *think*, or *throw*. As long as you both agree on the pronunciation of the same symbol and that each symbol represents only one sound, you will develop a writing system that will allow you to make phonetic transcriptions (writing down symbols that can be read in only one possible way).

3.2 The International Phonetic Alphabet (IPA)

Instead of creating such a writing system, we will adopt the **International Phonetic Alphabet** (IPA), which was created more than 100 years ago and is often used in pronunciation books and in many dictionaries.

In the IPA, there is supposed to be a correspondence between written symbols and language sounds. The IPA was created to encompass the sounds of all languages. For our purposes here, we need to focus only on the symbols that represent the sounds of English.

If you are not familiar with the IPA, the following sections will introduce it to you.

3.2.1 Conventions

Transcriptions are usually in between slanted bars, /like this/, or between square brackets, [like this].

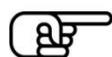
3.2.2 IPA Symbols for Consonant Sounds in English

IPA Symbol	Examples	IPA Symbol	Examples
/p/	p ease, p acific, anthrop p ology,	/b/	b enefits, b ack,
/t/	t ea, t reaty,	/d/	d ark, d ear,
/k/	k ick, ch aracter,	/g/	g oogle, g rass,
/f/	f ree, ph oto,	/v/	v ery, v itamin

/s/	<u>s</u> ound, <u>sc</u> issors, mark <u>s</u> ,	/z/	<u>z</u> oo, glass <u>es</u> ,
/ʃ/	<u>sh</u> uttle, <u>s</u> ure,	/ʒ/	mea <u>s</u> ure, treas <u>ure</u>
/θ/	<u>th</u> ink, <u>th</u> rough,	/ð/	<u>th</u> is, <u>th</u> at,
/h/	<u>h</u> ospitality, <u>h</u> ead,		
/tʃ/	<u>ch</u> ildren, <u>ch</u> at,	/dʒ/	<u>J</u> anuary, <u>j</u> oke,
/m/	<u>m</u> ystery, <u>m</u> an,	/n/	<u>n</u> ight, <u>N</u> eptun <u>e</u> ,
/ŋ/	be <u>ng</u> , Frank,		
/l/	<u>l</u> ittle, crystal,	/r/	<u>r</u> ight, <u>w</u> rite,
/w/	<u>w</u> as, <u>w</u> itch,	/j/	<u>y</u> es, <u>y</u> ou,

3.2.3 IPA Symbols for Vowel Sounds in English

IPA Symbol	Examples	IPA Symbol	Examples	IPA Symbol	Examples
/i/	<u>b</u> eat, <u>t</u> reat,			/u/	<u>sh</u> oot, <u>t</u> ru <u>e</u>
/ɪ/	<u>p</u> it, <u>b</u> it,			/ʊ/	<u>l</u> ook, <u>b</u> ook,
/e/	<u>h</u> ead, <u>e</u> ducation,	/ə/	<u>a</u> ccount, <u>a</u> gree,	/o/ or /ɔ/	<u>t</u> ra <u>u</u> ma, <u>o</u> rd <u>e</u> r,
/ɛ/	<u>m</u> erry, <u>f</u> erry			/ɒ/	<u>c</u> om <u>m</u> on, <u>h</u> ot,
/æ/	<u>h</u> at, <u>p</u> at,	/ʌ/	<u>c</u> ome, <u>s</u> un,	/ɑ/	<u>c</u> ard,



Note that vowel sounds differ greatly depending on the variety of English. Even different dictionaries can give the phonetic transcription of a word in different ways according to which variety of English they are targeting. Dictionaries may also provide more than one phonetic transcription for a word. They may differentiate between British English and American English, or they may provide other pronunciation variants that are widely used.

4 Notions about Stress

4.1 What is stress?

4.1.1 Word stress

When a word has more than two syllables in English, one syllable will receive more importance than the others when it is pronounced. This is the syllable that receives the **primary word stress**. This means that the vowel sound of that syllable will be slightly **louder, longer**, and at a **higher pitch** than the other ones. For example, the word *chapter* is stressed on the first syllable. The first syllable, *chap-*, will be louder and slightly longer than the last syllable *-ter*. The intensity of each syllable in this example can be illustrated as follows:

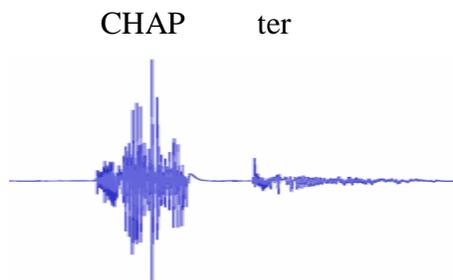


Figure 1: This graphs represents the intensity of the word *chapter*, illustrating the difference between the stressed and unstressed syllable.

4.1.1.1.1 Exercise

Listen to the following words. Notice that one syllable in each word is stressed. It is louder, longer and at a higher pitch than the other syllable(s) in the word.

1. com**PU**ter
2. **GO**vernment
3. en**VI**ronment
4. **DIC**tionary
5. de**BATE**
6. be**HAV**ior
7. com**FORT**able
8. **NI**cer

4.1.1.1.2 Exercise

Listen to the following words. Underline the syllable which receives the primary stress:

1. production
2. student
3. writing
4. flower
5. tennis
6. lighter
7. glasses
8. sparrow
9. Japan
10. second

4.1.1.1.3 Exercise

Read out the following list of words. Pay attention to the stress placement and pronounce the stressed syllables louder, longer and at a higher pitch than the other syllables.

- | | |
|----------------------|--------------------------|
| 1. e L AStic | 6. a B OUT |
| 2. be C AUSE | 7. O ATmeal |
| 3. T EACHer | 8. CH ILdren |
| 4. be T WEEN | 9. Y ELlow |
| 5. S OMEthing | 10. de V ELopment |

Note: to help you put more emphasis on the stressed syllable, tap out each syllable. Tap out the stressed syllable with several fingers or your whole hand and tap the syllables that are not stressed with only one finger.

Associating an extra physical action with your pronunciation of words may help you notice the difference between stressed and unstressed syllables.

4.1.2 Word Stress Levels

In long words, it is often necessary to stress more than one syllable. For example, the word *indivisibility* has more than one stressed syllable. However, not all of the stressed syllables are given the same importance: there exists more than one level of stress in English. In this example, the syllable *bi* is the one is stressed the most, which is called *primary* stress. The syllable *in* receives what is called *secondary* stress, and the syllable *vi* *tertiary* stress.

Primary stress					BI		
Secondary stress	<u>in</u>						
Tertiary stress			vi				
Unstressed syllables		di		si		li	ty

It is important to keep in mind that several syllables can be stressed in ‘long’ words; but for our purposes here, we will focus mainly on the primary stress, and partially on the secondary stress.

4.1.3 Stress on the Level of the Sentence

In the section above, you learned that for words of more than two syllables, one syllable is singled out when being pronounced and receives the primary stress. Similarly, words in a sentence are not all given the same salience in oral English. Some words are picked out and are stressed in contrast to others. The one that is the most stressed is said to receive the sentence stress. This usually implies differences in meaning. In the following sentences, the sentence stress is indicated in bold case. Consider the difference in meaning for each of these scenarios:

I don't think she would write it.

This means: I don't think that, but someone else does.

*I **DON'T** think she will listen to him.*

This means: It is not true that I think that.

*I don't **THINK** she will listen to him.*

This means: I don't think that, I know that.

or: I don't think ..., but I could be wrong.

*I don't think **SHE** will listen to him.*

This means: I think that someone other than her will listen to him.

*I don't think she **WILL** listen to him.*

This means: I think that she is will not be willing or agreeable to listening to him.

*I don't think she will **LISTEN** to him.*

This means: instead of listening, she might talk to him.

*I don't think she will listen to **HIM**.*

This means: I think that she will listen to someone else than him.

As you can see, the sentence stress depends a lot on the context. It is closely related to the meaning. Usually, **content words** (words that still have some meaning if you put them out of context – nouns, verbs, adjectives, and adverbs) are stressed while **grammatical words** (words that help structure a sentence in English but that do not really have some meaning if you put them out of context) are not stressed. But, as the examples above, even grammatical words can be stressed in some specific contexts. Although it remains an important part of oral English, we will not focus on sentence stress here. We limit our analysis to word stress.

4.1.4 Word Stress and Vowel Reduction

Word stress is closely related to vowel reduction. Vowel reduction is another important feature of oral English. What does it mean? It means that a vowel sound is pronounced [ə] or [ɪ] instead of another full vowel. For example, the *a* in the word *about* is not pronounced [a] that is present in the word *father*. This would result to the incorrect form *[abaʊt].² Instead, this vowel sound is reduced to [ə], yielding to the correct pronunciation [ə'baʊt].

Vowel reduction is a very common phenomenon in English. If you browse through a dictionary, you will notice that a lot of unstressed syllables have [ə] or [ɪ] as their vowel sound. If you pay attention to the pronunciation of learners of English, you will also notice that very often those vowels which should be reduced are not, and the speakers will produce a full vowel sound.

² The asterisk symbol * indicates that what follows is not attested in English.

4.1.4.1.1 Exercise:

Browse through a dictionary of English which shows the pronunciation of the words. Find 10 words that present a vowel reduction for which you might have mistakenly expected that they would be pronounced with a full vowel. Indicate which vowels are reduced.

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Read those words aloud to a partner and make sure that you reduce the appropriate vowels.

4.1.4.1.2 Exercise:

In your daily life, pay attention to the pronunciation of the words you hear and write down ten words that have a vowel reduction. Indicate which vowels are reduced.

If you do not live in an environment where you can interact with English speakers, you can always listen to something in English on TV, on the radio, or on the internet.

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

4.1.5 Word Stress in Different Languages

4.1.5.1 *Different Stress rules*

Word stress has different rules from language to language. While it is extremely regular in some languages, it is less easily predictable in English. For example, the first syllable is almost always stressed in Finnish and Czech. In Polish and Swahili, it is always the syllable before the last one that is stressed. In French, it is the last syllable that is given more prominence.

In English, the placement of word stress is not as regular as in the languages just mentioned. Word stress can be on the first syllable, the second, the third, the last, the one before last, etc. It depends on various factors, including the different parts that form the word.

4.1.5.2 *The Phonetic Characteristics of Stress*

As previously mentioned, the characteristics of word stress in English are that the stressed syllables will be slightly **louder**, **longer**, and at a **higher pitch**. Word stress in your language

might not be realized phonetically the same way. It may involve all three, or only one or two of these characteristics.

4.1.6 What is the Stress System in your Language?

Whether you are aware of it or not, there may also be stress rules in your own language. If so, do you know them? It is important to know what the main stress rule(s) is/are in your language so that you can be aware of how it influences your intuition and probably affects your usage of word stress in English.



Look either online or in other linguistic references to find out which syllables are stressed in words of more than one syllable in your language.

Example:

In French, the primary word stress usually falls on:

- the first syllable
- the second syllable
- the last syllable
- the second last syllable
- Stress is not a prominent feature.
- Tones are more prominent than stress.
- Stress is assigned according to the number of syllables in a sentence, not according to the word or word structure.
- Other factors: _____

In _____ (name of your native language), the primary word stress usually falls on:

- the first syllable
- the second syllable
- the last syllable
- the second last syllable
- Stress is not a prominent feature.
- Tones are more prominent than stress.
- Stress is assigned according to the number of syllables in a sentence, not according to the word or word structure.
- Other factors: _____

4.2 Why is it important?

You might think that as long as you can communicate with English speakers (and you are probably already able to do so), it is not necessary to know which syllable should be stressed. However, word stress is an important part of speech. Here are some reasons why:

- Native speakers rely on stress to process what they hear and use it to identify words.
- Word stress affects the sounds of the vowels in the word.
- Learners who know where to stress words are more confident in speaking and reading English.
- Miscommunication between non-native speakers and native speakers of English can be the result of incorrect word stress patterns by the non-native speakers.
- Knowing about word stress helps learners to identify words when listening.
- Knowing the stress pattern of words can help you remember the pronunciation of new words.
- Knowing stress rules will help you pronounce new words that you come across.
- Once you know which syllable to stress in a word, it will be much easier to apply vowel reductions.

4.3 Use your Intuition

In some cases, you may be able to guess the stress pattern using the intuitions you have already developed in English: do you feel confident telling which syllable is stressed according to what you have already learned about the language? It may help you to pronounce all the potential stress patterns to try to set a feeling for which one is the most likely to be the right one. For example, after trying out the following stress patterns, can you tell which one appropriately indicates the primary stress?

1. The secret is in the **MA**thematics of its shape.
2. The secret is in the ma**THE**matics of its shape.
3. The secret is in the mathe**MA**tics of its shape.
4. The secret is in the mathema**TICS** of its shape.

5. I could feel the **TIN**tinnabulation in my ear.
6. I could feel the tin**TIN**nabulation in my ear.
7. I could feel the tintin**NA**bulation in my ear.
8. I could feel the tintinna**BU**lation in my ear.
9. I could feel the tintinnabu**LA**tion in my ear.
10. I could feel the tintinnabulat**ION** in my ear.

Although you might have been able to tell that the stress pattern of the third sentence is the correct answer for the word *mathe**MA**tics*, it is probably more difficult to guess which one is the stressed syllable for a word that you have never heard – such as *tintinnabu**LA**tion*. In other words, you cannot always rely on your intuitions. But there are other ways to know which syllable receives the primary stress. That is why learning the rules for stress which depend on the structure of the word is quite useful.

4.4 How to represent stress in writing?

There are various ways to represent stress in writing. Dictionaries, textbooks, and other materials do not always use the same notation system. If your dictionary indicates the phonetic transcriptions of the words using the International Phonetic Alphabet, the primary stress is represented with this symbol ' , as in the following example: [ɪg'zɑ:mpl], where the stress falls on [zɑ:m]. Other dictionaries may simply indicate the stressed syllable in bold case or to differentiate it with a bigger font. Whichever the system, the important thing is to be able to recognize which syllable receives the primary stress.



Check how the dictionary or dictionaries that you use the most frequently represent word stress. It is important to know this so that you can check where the stress is when you are not sure or when you want to check your answers.

In these materials, two different systems are used to represent word stress in English. Each of them has advantages over the other. Using two systems allows us to choose the most appropriate and logical one depending on the task at hand.

1. A numerical system

- In the numerical system, each syllable is given a number to indicate the degree of stress within the word. The number 1 is used to represent the primary stress, 2 for the secondary stress, 3 for the tertiary stress, etc. Unstressed syllables are represented with the number 0. In this system, the level of stress is indicated for each syllable in the word. These numbers are put in between slashes as a way to avoid misinterpretations.³
 - Example: The first syllable of the word *sentence* receives the primary stress while the second is unstressed. Consequently, the stress pattern in this numerical system is: /10/.

This system is useful for long words with several levels of stress.

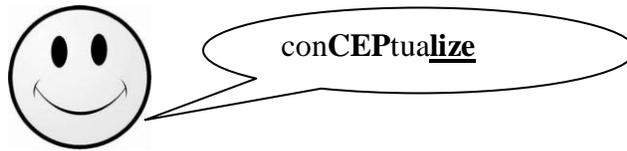
- Examples: the stress patten for the word *preservationist* would be /20100/; *presentation* /2010/; *randomize* /100/; *indivisibility* /2030100/

4.4.1 A visual system

- In this visual system, the primary stress is indicated in bold case and with capital letters. The secondary stress is in bold case and underlined. The tertiary stress is not indicated in this system because it is so rare that we will not focus on it here. The syllables that are not in bold are not stressed, and are consequently often reduced.
 - Examples: *pre**ser**VA**tion**ist*; *pre**sen**T**A**tion*; in**FE**CTive.

³ Also, a hyphen may be used to indicate an undetermined number of syllables. E.g.: /-01/ would represent the stress pattern for words of two or more syllables for which the last syllable receives the primary stress and the second before last is not stressed.

This system makes it easier to apply the word stresses as you read the word, since it is easier to conceptualize the variations in the pronunciation when reading letters with a different font size and boldness.



4.5 How to describe stress

Depending on the language, different methods are used to refer to a specific syllable in a word. In English, the most useful and common way is to start from the right and count the number of syllables towards the left. For example, for words of two syllables, the syllables would be referred to as the last syllable and the 2nd to the last, rather than the first and the 2nd.

Table 1: terms used to refer to syllables

Syllable	Term for syllables
(X X X X) X X	last syllable
(X X X X) X X	2 nd from the last syllable
(X X X) X X X	3 rd from the last syllable
(X X) X X X X	4 th from the last syllable
(X) X X X X X	5 th from the last syllable
X X X X X X	6 th from the last syllable

4.6 Varieties of English and Word Stress

As you know, there are many different varieties of English. The distribution of stress is fairly regular across the various varieties, but you should know that there still exist some differences.

For example, there are a few difference in word stress in words of two syllables that end with -ate in British English and American English. In such words, the stress falls on the last syllable in British English, and on the second before the last one in American English. Thus, *rotate* is pronounced ro**TATE** in British English and **RO**tate in American English.

There may also exist slight variations of stress placement in varieties of English that are more closely related. For example, the word *police* is generally stressed po**LICE** in General American English, but there are regions where it is stressed **PO**lice.

The fact that stress can be different between various varieties of English should not be a major issue as far as we are concerned since the differences are quite minor. Simply keep in mind that regional variants in regards to stress placement do exist.

4.7 To Go Further

- There are specific terms that are used in the field of linguistics (see below), but these terms are presented here only so that you will recognize them if you come across them in future studies. The following table indicates the terminology used in this document as well as the linguistic terms.

Syllable	Terms for syllables used here	Linguistic terms for syllables
(X X X X) X X	last syllable	ultimate
(X X X X) X X	2 nd from the last syllable	penultimate
(X X X) X X X	3 rd from the last syllable	antepenultimate
(X X) X X X X	4 th from the last syllable	pre-antepenultimate
(X) X X X X X	5 th from the last syllable	quintultimate
X X X X X X	6 th from the last syllable	sexultimate

5 The Structure of Words in English

As we will see later, the stress pattern of an English word is strongly related to its structure. For this reason, it is necessary to have some general knowledge about the different parts that constitute a word.⁴

5.1 Affixation

You have probably noticed that in some cases, you are able to understand, out of context, the meaning of a word that you have never heard before. For example, if you know what the words *load*, *do*, *paint*, *write* and *produce* mean, you can probably guess the meaning of *unload*, *undo*, *painting*, *rewrite*, and *reproduce*. By doing so, you analyze the structure of the word to see which parts you can recognize to infer the meaning of the whole word. A large number of words in English are created by adding syllables at the beginning or the end of the word: this process is called **affixation**. Affixation consists of adding **prefixes** or **suffixes** to a **base**.

5.1.1 Useful vocabulary

- **Affix**: a prefix or a suffix
- **Prefix**: a meaningful unit smaller than a word added at the beginning of a word to change its meaning. It may be one or more than one syllable.
- **Suffix**: a meaningful unit smaller than a word added at the end of a word to change its meaning.
- **Root**: the main part of the word that cannot be reduced.
- **Base**: a form to which a prefix or a suffix can be attached.

This formula makes this new vocabulary more explicit:



... + (prefix) + (prefix) + ROOT + (suffix) + (suffix) + (suffix) + ... = a potential word

5.1.2 What is the difference between a root and a base?

As defined above, the root is the main part of the word that cannot be reduced any further. Consequently, the root of a word does not change. The base, however, is simply a form to which a prefix or a suffix can be attached. Consequently, when there are several prefixes or suffixes attached to a root, the base for each step leading to the final word will be different. Let's analyze the words *unsystematically* and *internationally* to illustrate the fact that the base can change.

⁴ This approach does not cover the entire English vocabulary, but it remains quite productive to predict the placement of word stress.

5.1.3 Examples

In the words *unsystematically* and *internationally*, the root is *system* for *unsystematically*, and *nation* for *internationally*. Let's break down the different steps necessary to arrive at these words to see that the base can change depending on the step that we are at.

Internationally

First step: nation + al = national

nation	-al
base	suffix

Second step: national + ly = nationally⁵

national	ly
base	suffix

Third step: inter + nationally = internationally

inter	nationally
prefix	base

Unsystematically

First step: system + atic = systematic

system	-atic ⁶
base	suffix

Second step: un + systematic = unsystematic⁷

un-	systematic
prefix	base

Third step: unsystematic + ally = unsystematically

⁵ Here, we could also see things in a different way and propose an alternative second step: inter + national = international; followed by a third: international + ly = internationally

⁶ -atic- here is treated as a simple suffix; but it must be noted that on a more theoretical level, it could be argued that -atic- is actually composed of two suffixes (-ate + ic). For our purposes here, however, it is not necessary to establish that distinction.

⁷ As for the previous example, an alternative second step is possible here (systematic + ally = systematically), followed by a third (un- + systematically = unsystematically)

unsystematic	- ally ⁸
base	suffix

5.1.3.1.1 Exercise:

The different parts of the following words have been separated. Indicate for each part whether it is a prefix, a root, or a suffix.

1. Carelessly

Word	care-	-less-	-ly
Prefix, root, or suffix?			

2. Shamefully

Word	Shame-	-ful-	-ly
Prefix, root, or suffix?			

3. Meaningless

Word	mean-	-ing-	-less
Prefix, root, or suffix?			

4. Interchangeable

Word	Inter-	-change-	-able
Prefix, root or suffix?			

5. Antipollution

Word	Anti-	-pollu-	-tion
Prefix, root or suffix?			

⁸ here again -ally here is treated as a simple suffix; but it is actually composed of two suffixes (-al + ly). But since the word (un)systematical is not attested in English, we do not show that intermediary step.

For each of these words, indicate the different steps that lead to the final word. For each step, specify which part of the word is the base, the prefix, or the suffix.

5.2 Contemporary vs. Historical Prefixes

In the previous exercises, it was fairly easy to distinguish the affixes from the roots, but this is not always the case. Sometimes, the distinction is not always clear cut. For example, are *re-* and *con-* prefixes in these words or part of the root: *represent*, *rebate*, *rebel*, *recruit*, *consign*, *conceal*, *conclusion*?

This is not an easy question. Actually, it depends on the approach that we want to adopt. As far as stress rules are concerned, it is useful to consider *re-* and *con-* as prefixes, functioned as prefixes in the past. Consequently, we have two categories of prefixes: contemporary and historical prefixes.

- Contemporary prefixes: a unit is considered to be a contemporary prefix if the word still has some meaning when the prefix is removed. Example: the prefix *un-* is a contemporary prefix in the following words: *unaffected*, *unaltered*, *unarguably*.
 - They are called contemporary because speakers can still use them to change the meaning of the word, with the root contributing a constant meaning.
- Historical prefixes: a prefix is considered a historical prefix if the word no longer has any meaning when the prefix is removed. Example: *con-* is a historical prefix in the following words: *construct*, *conduct*, *concise*.
 - They are called historical because speakers can no longer attach these prefixes to a root to change the meaning of the root. Those prefixes are now part of the word itself.



The terms “contemporary” and “historical” prefixes are not widely used in linguistics. Instead, the terms “separable” and “inseparable” prefixes are sometimes preferred, but they may confuse learners, since a separable prefix does not mean that it can stand on its own somewhere else in the sentence. Furthermore, the terms “contemporary” and “historical” reflect the fact that the history of the language has a lot to do with the complex situation of affixation in English.

 Certain prefixes can be contemporary or historical, depending on the root. Examples: *re-* and *pre-* are contemporary in words such as *re-do*, *pre-heat*; and are historical in words such as *respect* and *prepare*.

 It is not because a cluster of letters is a prefix in certain words that it is always a prefix. For example, *re-* at the beginning of a word is not a prefix in words such as *real*, or *realize*.

 Since historical prefixes cannot be identified mechanically (e.g. if we remove it, the root still has a meaning), how can we recognize them? Historical prefixes generally have

Latin and Greek origins; so it will be easier if you know Greek or a Romance language. But even if you don't, it will become easy to recognize them with a little practice.⁹

In a nutshell

The two types of prefixes are:

- Contemporary (or separable) prefixes are attached to word that already exists on its own.
- Historical (or inseparable) prefixes are part of the word.

5.2.1.1.1 Exercise:

In each of these words, indicate whether the prefix is contemporary or historical.

1. revolt
2. constitute
3. revision
4. beside
5. prefer
6. amid
7. present
8. amiss
9. renew
10. renounce
11. alive
12. account
13. biannual
14. reoccur
15. reply
16. repress
17. bifurcate
18. besmirch
19. reroute
20. multichannel

⁹ It is very valuable to study the meaning of historical prefixes and roots. This would help you analyze new words that you come across and guess their meaning. This is not our focus here, but there are books or classes that deal with this subject.

5.2.1.1.2 Exercise

List all the contemporary and historical prefixes that you can think of:

Contemporary prefix		Historical prefix	
1.	16.	1.	16.
2.	17.	2.	17.
3.	18.	3.	18.
4.	19.	4.	19.
5.	20.	5.	20.
6.	21.	6.	21.
7.	22.	7.	22.
8.	23.	8.	23.
9.	24.	9.	24.
10.	25.	10.	25.
11.	26.	11.	26.
12.	27.	12.	27.
13.	28.	13.	28.
14.	29.	14.	29.
15.	30.	15.	30.

5.3 A Word of Caution

When you analyze the structure of a word, you have to be careful not to make a systematic association between a group of letters and a certain prefix or suffix. While it is true, for example, that the suffix *-er* can be added to verbs to make a noun, this does not mean that every time you see *-er* at the end of the word, it is actually a suffix. For example, from the verb *to work*, we derive the word *a worker*; but in the word *butter*, *-er* should not be considered a suffix. The word *worker* is very closely related to the verb *work*, since a worker is ‘one who works,’ but the word *butter* does not mean ‘one who butt.’

5.3.1.1.1 Exercise

Find a text to read (a book, an article, a webpage, etc) and identify the prefixes and suffixes that you encounter. List at least 10 prefixes and suffixes in this table:

Prefix	Word it was attached to	Is it a contemporary or historical prefix?	Suffix	Word it was attached to
1.			1.	
2.			2.	
3.			3.	
4.			4.	
5.			5.	
6.			6.	
7.			7.	
8.			8.	
9.			9.	
10.			10.	

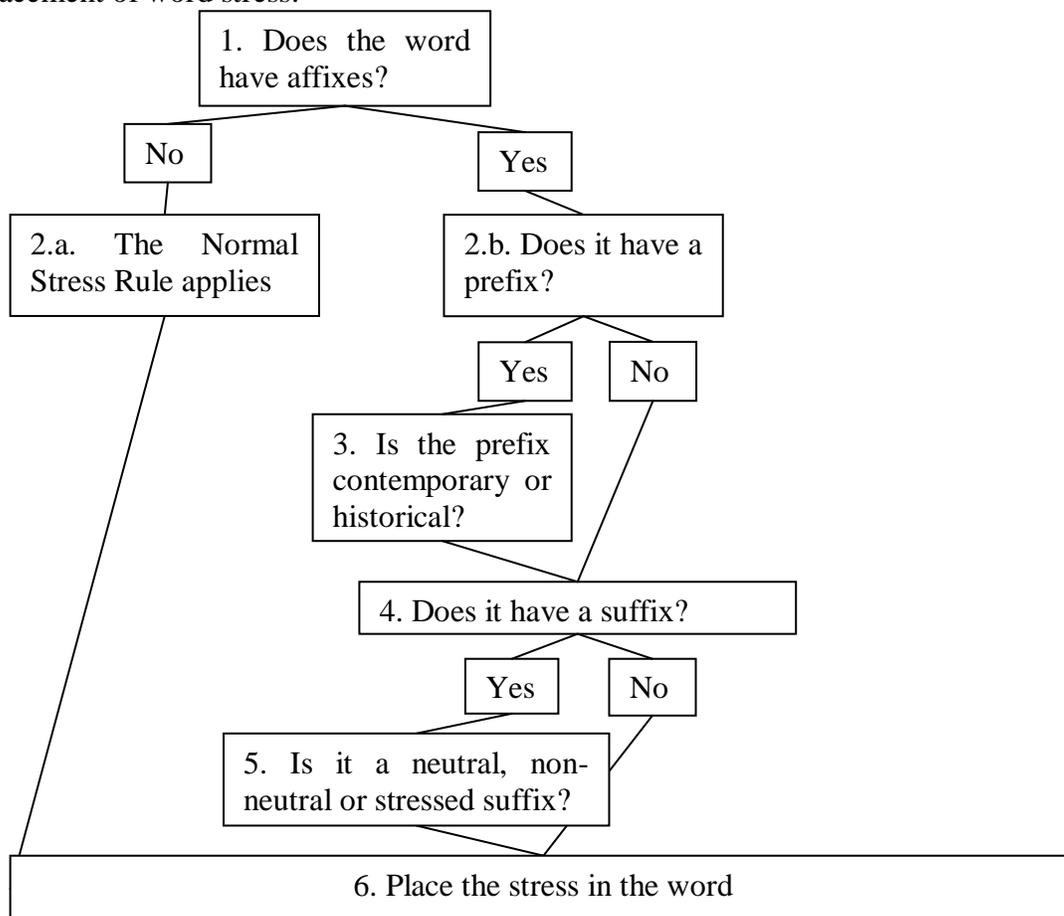
6 Word Stress Rules

6.1 An Overview of the Methodology

You now know about stress and about the structure of words in English, but we still haven't looked at the rules that can help you predict the placement of stress in English words. Here is an overview of the approach we will adopt to place the stress correctly.

- The first question to ask is: is the structure of the word simple (i.e. it doesn't include any affixes)? If it doesn't have any affixes, it follows the Normal Stress Rules (NSR) – see below.
- If the word has prefixes and/or suffixes, then we need to look at the nature of the prefixes and suffixes. As we discussed in the previous section, there are historical and contemporary prefixes, which will influence the stress patterns of the words.
- There are three different types of suffixes:
 - Neutral suffixes, which do not influence the placement of the stress.
 - Non-neutral suffixes, which cause a shift in the placement of the stress to a different syllable in the word.
 - Stressed suffixes, which cause a shift of the stress to themselves.

The following Flowchart illustrates the general overview of the methodology used to determine the placement of word stress:



This flowchart gives you an overall view of the process, but you can see that at several stages (2.a, 3, 5), we still do not know exactly what to do in response to the answers to these questions to place the stress in the word. The following sections will teach you this.

6.2 The Normal Stress Rule

As the flowchart in the previous section indicates, if a word does not have prefixes or suffixes, the Normal Stress Rule (NSR) usually applies. The NSR is fairly easy and predicts the placement of the primary stress according to the number of syllables in the word:

- two-syllable words are stressed /10/, examples: **T**able, **DI**amond
- three-syllable words are stressed /100/, examples: **PO**ssible, **CAL**orie
- words of three syllables or more are stressed /-100/

6.2.1.1.1 Exercise

Look at the following words; for each word, specify if the Normal Stress Rule applies, and if it does, indicate which syllable would receive the stress. If the NSR doesn't apply, identify the prefixes and suffixes:

Word	Does the NSR apply?	If not, what are the affixes in the word?
1. carpet		
2. capitalistic		
3. camera		
4. camel		
5. subdivide		
6. caravan		
7. gratitude		
8. restock		
9. ruthlessness		
10. either		
11. taxi		
12. gather		
13. react		
14. recharge		

15. tickle		
16. inexact		
17. careful		

6.2.1.1.2 Exercise

Without looking at your notes and these materials, explain to your partner what the Normal Stress Rule is. Give examples.

6.3 Prefixes and Stress Placement



The exercises in these sections are rather long. They may appear repetitive and uninteresting. There is a fair amount of data provided so that there will be enough for the learners who require it. It is expected, however, that the teacher and/or the learner will do as many exercises as seems necessary.

6.3.1 Contemporary Prefixes

6.3.1.1.1 Exercise

In the following table, there are lists of words that have contemporary prefixes.

1. Can you find a pattern in regards to the assignment of the stress?
2. If so, predict the placement of the stress when it is not indicated.
3. Check if your predictions were correct by looking up the stress pattern in a dictionary.

a-	anti-	co-	multi-	sub-
drift – a DRIFT	anti TRUST	CO-<u>au</u>thor ¹⁰	multi CULTural	su BUR ban
head – a HEAD	ANti body	CO -driver	multi MEdia	sub MIS sion
way – a WAY	anti -SEmitism	co -Edit	multi NAtional	su BOR dinate
long – along	anti -SOcial	coexist	multi LAteral	sub MERGED
lone – alone	anti -AMERican	co-worker	multi FAceted	subdivision
cross – across	anti-abortion		multidisciplinary	subtitles
sea – asea	antioxidant		multicolored	subconscious
	antiwar		multiparty	subgroup
	antidepressant		multidimensional	subculture
	antithesis			subtext

¹⁰ This word can also be stressed as **co-AU**thor.

6.3.1.1.2 Exercise

Listen to the following sentences. Indicate the primary and secondary stress for each of the words that have the following prefixes: *anti-*, *e-*, *ex-*, *re-*.

6.3.1.2 *anti-*

Note: The prefix *anti-* is usually pronounced [æntɪ] or [æntɑɪ].

1. Curcumin boasts extraordinarily potent natural anti-inflammatory properties.
2. Then we heard a lot of anti-aircraft guns.
3. They thought of the Vietnam War as an anti-communist war and by that time (the late 1960s), it wasn't.
4. Advocates of antidumping measures claim that they guarantee that international trade is competitive and fair.
5. In Pakistan today, police blocked more anti-government protesters from reaching Islamabad for a sit-in next Monday.
6. In Canada, authorities say it is one of their largest anti-terrorism operations ever.

6.3.1.3 *e-*

Note: When the prefix *e-* is not stressed, it is usually pronounced [ɪ].

1. There's no legitimate ebook edition, damn it all, but of course everything is on the Web.
2. A total of 6, 560 students were invited via email to participate in a web-based survey, and we received 1, 539 valid responses
3. In this age of e-commerce, paper currency has become more of a liability than a commodity.
4. Professor Erik Brynjolfsson, director of the Center for ebusiness at MIT, says the Internet has turned out to be counterintuitive.
5. The amendments relating to discovery of electronic evidence -- e-discovery, in the jargon of litigators -- went into effect Dec. 1.

6.3.1.4 *ex-*

Note: When the prefix *ex-* is not stressed, it is usually pronounced [ɪks] or [ɪgz].

When the prefix *ex-* is stressed, it is usually pronounced [eks] or [egz].

Note that the [s] or [z] often becomes the beginning of the following syllable. For example, there are two syllables in the word *exam*. The first one is [ɪg] and the second one is [zæm].

6. You softened toward your parents and children, and made peace with your ex-wife.

7. After her ex-husband, Todd, betrayed her, Nina thought she'd never be in love again.
8. She glanced at her ex-boyfriend. His arrogance had morphed into fear, and he wasn't moving.
9. In January 2007, Lynch was accused of sexual assault by an ex-girlfriend outside her Emeryville home
10. Being an ex-president does not give you license to abuse the truth.
11. He was an ex-con, and he had done serious time, mostly for violent crimes against women.
12. Our security chief - I've been looking at his file. Ex-marine, served in South China.
13. You know, wanting an ex-lover back is not unusual.

6.3.1.5 *re-*

Note: When the prefix *re-* is not stressed, it is usually pronounced [rɪ].

When the prefix *re-* is stressed, it is usually pronounced [ri:].

14. He's been pushing hard for 12 years, and he needs to recharge his battery.
15. It is not a crime for civilians to flee combat, and international law recognizes the right of such people to return to their homes.
16. Reduce heat to medium; boil 5 minutes, stirring occasionally. Remove saucepan from heat; stir in nuts and vanilla.
17. Under this education reform, coeducation became the norm in the Turkish education system to ensure that girls and boys receive the same educational opportunities.
18. Those who have been elected to "represent" the people, as we have seen, frequently resent it when the people exercise their right to govern themselves through direct democracy.

6.3.1.6 *ir-*

Note: The prefix *ir-* is usually pronounced [ɪr].

19. But that doesn't mean an election like this is irrelevant or meaningless.
20. When you're in a situation like this, to do nothing is so irresponsible that you can't get away with it.
21. They are irrational by definition.
22. We emerged into an irregular open space surrounded by shops, all of them empty.
23. The clinic is fully sterilized, and we've irradiated the contaminated blood, for fluid recycling.
24. All five new moons are classified as "irregulars," since they are so far from their planets

Looking back over the last two exercises, which contemporary prefixes

- can have primary stress?
- can have secondary stress?

- can have primary or secondary stress?
- are not stressed?

6.3.1.6.1 Exercise

1. What other contemporary prefixes can you think of?
2. Find between 5 and 10 examples of these prefixes and look up the stress patterns for those words in a dictionary.
3. Is there any regularity in the assignment of the stress?

6.3.2 Historical Prefixes

6.3.2.1 *a-*

Note: When the prefix *a-* is not stressed, the vowel is usually reduced to [ə].

6.3.2.1.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. A thin man passes the group in a corridor, trying to *avoid* their faces.
2. Get trained in CPR, and don't be *afraid* to act if you see someone who is unresponsive and gasping.
3. Hey, what happened to the *apartment*?
4. How kind he must have been to her when she was *alive*.
5. Evidence of *abuse* and neglect had been found by authorities.

6.3.2.1.2 Looking for Stress Patterns

The stressed syllables of the words ending with the prefix *a-* have been highlighted. When you read the sentences, keep these questions in mind:

- A1. Does the stress follow a regular rule?
- A2. If so, what is the rule?
- B1. If there is a regular rule, are there exceptions?

B2. If so, what are those?

1. We're stuck in the paradigm of thinking that migration is only **aBOUT** poor people moving to rich countries.
2. Teams **aROUND** the world are busy scanning at monuments as varied as the ruins of Petra and the moai of Easter Island.
3. Journal of **AMER**ican Academy of Child and Adolescent Psychiatry
4. In 1989, the name changed **aGAIN** to Ethiopian Handicraft Center.
5. The historic and massive "Battle in Seattle" protests in 1999 **aGAINST** corporate globalization were covered as a sporting event, devoid of any context--cops swinging clubs **aGAINST** the heads of union members and students who **aPPEARED** in Seattle for no **aPPAR**ent reason other than to be savagely beaten.
6. Gender differences in drinking patterns and problems **aMONG** college students: A review of the literature.
7. A few hours **aGO**, I spoke to ABC correspondent Tony Birtley, who is inside Bosnia.
8. What is worn is largely dictated by what is considered to be appropriate, financially viable, and **aBOVE** all, beautiful.
9. **aCCORD**ing to Hendry et al. (1993), teenagers believe that the main reasons for their families' interference in their mall preferences are security, familiarity, location of the mall, and accessibility.
10. While a computer lab was **aVAIL**able, academics were not stressed.
11. The city's plan also takes an aggressive **aPPROACH** to finding the homeless and bringing them in.
12. And if that pilot demonstrates **aBIL**ity to handle all kinds of emergencies in these complex simulators and in flight checks, he's a low-risk pilot.
13. It is unacceptable to **aLLOW** such wrongheaded statements to go uncorrected in this country.
14. A month later, Kasper had an **aTTACK** at work and was rushed to the hospital.
15. These items used a 4-point likert scale with anchors of 1 = strongly disagree, 2 = somewhat disagree, 3 = somewhat **aGREE**, and 4 = strongly **aGREE**.

6.3.2.1.3 Spotting the mistake

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	I'm Al ive because I listened to my body.	Yes / No	
2.	The full version of this essay will ap PEAR in Feed Me!	Yes / No	
3.	That's not App arent at the moment, though.	Yes / No	
4.	When you do wash, a VOID using very hot water.	Yes / No	
5.	Bush at tempt ED similar cuts to farm subsidies, only to be rebuffed by Congress.	Yes / No	
6.	He's competitive, but sometimes he's just not AGG ressive.	Yes / No	
7.	Both she and her daughter were a RREST ed.	Yes / No	
8.	This draft was recommended for appro VAL to the full board and was approved for implementation in 2008-9.	Yes / No	
9.	This draft was recommended for approval to the full board and was a PPROV ed for implementation in 2008-9.	Yes / No	
10.	Teachers provide knowledge of the topic, a ware NESS of learning needs, and steps to guide lessons.	Yes / No	

6.3.2.1.4 Spotting the mistake

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	I had to <i>attend</i> a friend's wedding.		Yes / No	
2.	Now, every other house is <i>abandoned</i> or burned down.		Yes / No	
3.	I <i>assumed</i> that they were his wife Anita and son America.		Yes / No	
4.	Peace will be <i>achieved</i> by helping Afghanistan develop its own stable government.		Yes / No	
5.	Another study that <i>addressed</i> the issue provided mixed results.		Yes / No	

6.	Over the next decade, UMNO, which formed an <i>alliance</i> with the noncommunist Chinese and Indian elites, became the leading Malay political party.		Yes / No	
7.	A few species, such as <i>Atlantic</i> salmon, do have genetically modified types developed for higher growth rates.		Yes / No	
8.	Georgia is the nation's largest peanut producer, <i>accounting</i> for about 45 percent of the nation's crop last year.		Yes / No	
9.	You're more <i>attractive</i> ; smarter, wittier.		Yes / No	
10.	Susan Athey is an <i>associate</i> dean for undergraduate programs in the College of Business at Colorado State University.		Yes / No	

6.3.2.2 *be-*

Note: When the word does not receive the sentence stress, *be-* is usually pronounced [bɪ].

When the word does receive the sentence stress, *be-* is usually pronounced [bi:].

6.3.2.2.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. I blinked, *bemused*, but I was certain I was not mistaken.
2. His mouth fell open. *Bereft* of an intelligible response, he raked his fingers through his hair and wondered if a lapsed Episcopalian was eligible for the priesthood.
3. That's not how the flu usually *behaves*.
4. They stretch out those long curved bit of wings as if they enjoy showing off for the wind and the eye of the *beholder*, but they always realize their destination.
5. Fortunately for him, *belated* grace has morphed into amazing grace.

6.3.2.2.2 Looking for Stress Patterns

The stressed syllables of the words ending with the prefix *be-* have been highlighted. When you read the sentences, keep these questions in mind:

A1. Does the stress follow a regular rule?

A2. If so, what is the rule?

B1. If there is a regular rule, are there exceptions?

B2. If so, what are those?

1. The Maya believed that be**CAUSE** they had to squint to look at the sun, the Sun God also squinted

2. The other territory, the West Bank, is under the shaky authority of Fatah, the faction directed by Yasser Arafat for 30 years **beFORE** his death in 2004.
3. Instant messaging has **beCOME** so popular that user names are exchanged by teens more often than phone numbers
4. Many researchers **beLIEVE** that mood disorders in children and teenagers present a low prevalence within the group of psychiatric illnesses (Rosell, 1993).
5. Then he takes one hand and places it **beHIND** my neck.
6. They **beGAN** talking about the fight and their view of Africans in Harlem.
7. **BeYOND** the Pueblo region, there was the remarkable Hohokam civilization in southern Arizona.
8. People always say at the **beGINning** of the year: "I am going to get healthy."
9. As Goss (1993) states, mall designers manipulate the **beHAVior** of shoppers by consciously designing a symbolic landscape that provokes consumption-oriented **beHAViors**.
10. Piper sat down **beSIDE** me and held my hand.
11. A small lady's desk sat **beNEATH** the window.
12. And once they made that decision, then it is my **beLIEF** as a journalist that he deserves, now, more scrutiny.
13. An individual making decisions on **beHALF** of a person without capacity must do so in their best interests.
14. I was really excited to **beLONG** to this culture.
15. Four months of vicious land and sea battles followed, bringing devastation to my **beLOVED** city.
16. We were--we didn't **beHAVE** very well.
17. But, you know, it feels like after a while, you know, you call, you tell, you vote, you do, and then, you feel **beTRAYed** every time.
18. They may once have been **beNIGN** fraternities, but they had evolved and were now called "cults."
19. As discussed **beLOW**, these findings are consistent with Durlak and Weissberg' s (2007) claim
20. The small provincial town was soon **beSIEGED** with soldiers, participants and spectators.

6.3.2.2.3 Spotting the mistake

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	And then you guys beTRAYED us.	Yes / No	
2.	We're a mix of children and adults, and almost all of us are BEginners .	Yes / No	

3.	We have a failed be QUEST .	Yes / No	
4.	This strategy reflects a BE lief that experienced workers have valuable insights.	Yes / No	
5.	Instead, they were expected to fulfill household demands both BE fore and after marriage.	Yes / No	
6.	There he learned to use the be ha VIOR ist B. F. Skinner's "cumulative behavioral recorder."	Yes / No	
7.	Six thousand were killed or be hea DED on our border just last year.	Yes / No	
8.	As always, it was a day for new be gin NINGS .	Yes / No	
9.	His plays do not aim to indoctrinate; they aim to present be LIE Vable characters in believable situations	Yes / No	
10.	His plays do not aim to indoctrinate; they aim to present believable characters in belie V Able situations	Yes / No	

6.3.2.2.4 Spotting the mistake

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	A third of the dropouts reported dropping out <i>because</i> of boredom.		Yes / No	
2.	The crowd looks well <i>behaved</i> .		Yes / No	
3.	A year ago, there was <i>beheading</i> of police officers.		Yes / No	
4.	Career exploration can <i>become</i> a source of motivation for most students.		Yes / No	
5.	They <i>believe</i> that society should give women the same educational and occupational opportunities that men have.		Yes / No	
6.	Parents demanded help in caring for their children during the period <i>between</i> the end of school and the time when parents arrived home from work		Yes / No	
7.	And <i>beware</i> of "The Dog."		Yes / No	
8.	The pictorial superiority effect had less relevance <i>before</i> the Internet introduced a broad range of		Yes / No	

	visual resources.			
9.	The poor man looked as <i>bewildered</i> as if he'd walked into the Twilight Zone.		Yes / No	
10.	Though she is a California state employee, Ms. Anderson was working on <i>behalf</i> of the food industry.		Yes / No	

6.3.2.3 *de-*

Note: When the word does not receive the sentence stress, *de-* is usually pronounced [dɪ].

When the word does receive the sentence stress, *de-* is usually pronounced [di:].

6.3.2.3.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. It's no surprise that researchers are always looking for better procedures and *devices* to assist people with heart trouble.
2. The Park Service *denied* permission for construction of a Buddhist shrine near Sunset Rock on the grounds that a regulation prohibited the "installation of a memorial without authorization".
3. You'll typically pay \$300 to \$800, *depending* on where your parents live.
4. Lenny was a thicker player and Barack is very slight, even if *defensive* physicality doesn't bother him.
5. The pinnacles of the *Detroit* art were crudely engineered muscle cars.

6.3.2.3.2 Looking for Stress Patterns

The stressed syllables of the words ending with the prefix *de-* have been highlighted. When you read the sentences, keep these questions in mind:

A1. Does the stress follow a regular rule?

A2. If so, what is the rule?

B1. If there is a regular rule, are there exceptions?

B2. If so, what are those?

1. As a result, the de**VEL**opment of indigenous food production systems for local consumption as well as for export should be a priority means for achieving higher living standards in many countries.
2. De**PART**ment of Justice, Washington, D.C.; De**PART**ment of Education, Washington, D.C.
3. There was a strong case to be made in her de**FENSE**.

4. De**SPITE** this tension, artists suggested many avenues for government assistance
5. I de**CID**ed I needed to start writing for myself a little more.
6. To increase validity and trustworthiness, the study de**SIGN** used member checking and triangulation of data.
7. And most importantly, Muzaffar notes that these economic and political values de**SCRIBED** as Asian ignore other Asian values derived from religion.
8. Those involved in today's drug policy de**BATE** are no different.
9. And while the department now offers its own de**GREE** program, its influence beyond its own students is substantially reduced.
10. In recent **DE**cadades, online databases have dramatically increased the size of the audience that has access to public information and the ease with which it can be examined.
11. In this article I seek to de**TER**mine the unique characteristics of creative economy strategies in Chatham County, North Carolina.
12. When excavation started two years later, enough remained to reveal intimate **DE**tails of life in the Maya town.
13. Multiparty systems are now more normal in Africa and most countries de**MAND** that their leaders step down after constitutionally mandated term limits.
14. Interaction and communication among teens is rooted in a de**SIRE** to express their needs on an equal footing.
15. De**CEM**ber 2, 1971.
16. Brigitte was de**FINED** by her sensuality.
17. That's resulted in a steady de**CLINE** in children's play.
18. A big part of the discussion de**PENDS** on what "nationalization" means.
19. The new de**VICE** is smaller--about the size of a D-cell battery.
20. He positively de**CLARED** he would not surrender

6.3.2.3.3 Spotting the mistake

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	World oil de MAND is increasing, especially in China and India.	Yes / No	
2.	I DE ecided I needed to find out just what was going on	Yes / No	
3.	A mentor is de FINED as someone who acts as a wise and trusted advisor, tutor, and coach.	Yes / No	
4.	They DEF end the major, praise the long history of teacher education in the city	Yes / No	
5.	Israel is going to de FEND itself.	Yes / No	

6.	And the course de ve L O p ers are okay with that?	Yes / No	
7.	The cut was necessary in part because regional synods plan to DE crease their contributions to the denomination by \$2.4 million this year	Yes / No	
8.	Mineral oil also interacts with blood thinners and may de CRE ASE the effectiveness of other drugs and supplements.	Yes / No	
9.	Cindy, at this point, slammed her head in her hands, de fea T ED.	Yes / No	
10.	That marks a radical DE parture from the Bush administration.	Yes / No	

6.3.2.3.4 Spotting the mistake

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	I am, I guess, <i>depressed</i> . I guess I've been depressed for about twenty-four years.		Yes / No	
2.	I am, I guess, depressed. I guess I've been <i>depressed</i> for about twenty-four years.		Yes / No	
3.	Yes, these strawberries taste <i>delicious</i> .		Yes / No	
4.	The sign over the gate was flashing <i>Delayed</i> .		Yes / No	
5.	Perhaps he has been <i>delayed</i> .		Yes / No	
6.	Oh, I wasn't made to be <i>defeated</i> .		Yes / No	
7.	It was a sudden <i>departure</i> .		Yes / No	
8.	This other group <i>deserves</i> due process.		Yes / No	
9.	You're in a state of shock, disbelief, <i>denial</i> .		Yes / No	
10.	Exactly, and people were <i>depicted</i> in very demeaning ways.		Yes / No	

6.3.2.4 *com-*

Note: When the prefix *com-* is not stressed, it is usually pronounced [kəm].

When the prefix *com-* is stressed, it can be pronounced [kɒm] or [kʌm].

6.3.2.4.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. The younger girls didn't *complain* when their clothes became dusted with dark earth as they lay in the garden.
2. But you talk about love and *compassion* and unity and keep demeaning people by calling them primitive.
3. They assumed they were in *compliance*.
4. He did it without question or *complaint*.
5. The *comparisons* performed in our study were based on the assumption that the conversion factor should be consistent over the range of concentrations.

6.3.2.4.2 Looking for Stress Patterns

The stressed syllables of the words ending with the prefix *com-* have been highlighted. When you read the sentences, keep these questions in mind:

A1. Does the stress follow a regular rule?

A2. If so, what is the rule?

B1. If there is a regular rule, are there exceptions?

B2. If so, what are those?

1. The site is endangered by PEMEX, the Mexican national oil **COMP**any, which has bulldozed a road through one of the caves.
2. A **COM**mon business practice is to provide a mentor for new employees.
3. This process allows the students to practice and refine **comPU**ter skills for practical projects and gain collaborative experience needed for employment.
4. Students were invited to **comPLE**TE the survey if they lived in off-campus housing.
5. But this is **comPLE**Tely out of my control.
6. Historically, Palestine was a **COM**plex region with many subcultures.
7. It is difficult, however, for them to determine the seriousness of the violation, the risk posed, and the risk or results **comPAR**ed to other restaurants
8. "I felt **COM**fortable and accepted," he says.
9. Japan, too, has professed its **commIT**ment to taming global warming.
10. The agency needs time to review and **COM**ment on your work.
11. For a comparable U.S. worker, the average **comBIN**ed tax rate is just 30 percent.
12. Psychological interventions with athletes in **comPE**titive situations: A review.
13. An order came down the chain of **comMAND** to keep the windows closed, no matter how hot or piss-poor the air-conditioning.
14. But this **comPAR**ison is inaccurate.

15. The conventional instruction included the following **comPOnents**: (a) warm up, (b) teacher explanations and demonstrations.
16. This area--a mix of **COMmunist** and capitalist concrete buildings--also contains markets, modern shops, and a university.
17. However, regulators should not **compETE** for business.
18. But **comPLAINTS** by dozens of patients remain before the courts.
19. Then he **comPOSEd** himself, and considered the words he would utter to Ampyx.
20. And there was something **comPELLing** about my new friend.

6.3.2.4.3 Spotting the mistake

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	In 1990, Washington passed the CommuNIty Protection Act.	Yes / No	
2.	First, bank executives must manage their comPAny's models.	Yes / No	
3.	In the present study, five COMponents with Eigenvalues greater than 1.00 were extracted	Yes / No	
4.	He's a member of the Center for CompaRAtive Medicine and Translational Research there.	Yes / No	
5.	They were in an archaic style, as I knew from having taken a course in COMParative linguistics while at Oxford.	Yes / No	
6.	He shut his eyes and turned to his favorite comPOser .	Yes / No	
7.	But none of it comPAREs to what he's doing now.	Yes / No	
8.	And then, there were the younger women who perhaps don't fully compreHEND .	Yes / No	
9.	The woman comPUted the situation immediately.	Yes / No	
10.	Tables 3 and 6 were COMPUted using logistic regressions with age-adjusted weights.	Yes / No	

6.3.2.4.4 Spotting the mistake

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	Singer, <i>composer</i> , dancer, producer, he made hits and lots of money.		Yes / No	
2.	Of course, <i>computers</i> also have a strange effect on the behavior of library patrons.		Yes / No	
3.	Accept that you are second in <i>command</i> .		Yes / No	
4.	Her eyes became slits and her lips <i>compressed</i> to a single line.		Yes / No	
5.	The shock wave hit, first as a wall of <i>compressed</i> air and then as a tremor that shook the hills.		Yes / No	
6.	But my ten dollars each way hardly <i>compares</i> with your ten thousand.		Yes / No	
7.	Nearly seven thousand people <i>competed</i> in last year's tournament		Yes / No	
8.	I <i>commute</i> on my bike downtown each day via the trail.		Yes / No	
9.	Ten percent of shoppers say they are <i>compulsive</i> .		Yes / No	
10.	And apparently he was a <i>compulsive</i> talker once he got wound up.		Yes / No	

6.3.2.5 con-

Note: When the prefix *con-* is not stressed, it is usually pronounced [kən].

When the prefix *con-* is stressed, it is usually pronounced [kɒn].

6.3.2.5.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. Robust public *controls* over the financial sector must be imposed.
2. In the twenty-first century, "only the *connected* will survive."
3. This collection *contains* Davis's research materials and drafts of an unpublished book.
4. The sponsors of Keys's study *concluded* the following: [...]

5. The student is expected to *contribute* a visual element that makes the instructional presentation more appealing and better understood.

6.3.2.5.2 Looking for Stress Patterns

The stressed syllables of the words ending with the prefix con- have been highlighted. When you read the sentences, keep these questions in mind:

- A1. Does the stress follow a regular rule?
- A2. If so, what is the rule?
 - B1. If there is a regular rule, are there exceptions?
 - B2. If so, what are those?

Note: to complete this exercise, it might be useful to pay attention to the different word categories (nouns, verbs, adjectives, etc.)

1. During the 20th century, navigation, flood **conTROL**, reservoirs, and agriculture profoundly affected the basin.
2. For instance, in 2004 the US **CON**gress forbade the translation of scientific material into and from Persian.
3. Indeed, it is not unusual to **conTInue** to lose jobs after the official end of a recession.
4. Yet, people who produce these forms of art have rarely been **conSIdered** "artists" and some were even associated with the "evil eye."
5. In Proceedings of the Eleventh International **CON**ference of Ethiopian Studies
6. Right now he's only **conCERNed** with one more game, one more win.
7. They will be in **CON**tact with one another, and call on one another to have drinks or a meal.
8. The **CON**flict with Greece is a popular topic in the national media.
9. Adolescence in **CON**text: The interplay of family, school, peers, and work in adjustment.
10. Instead of honoring his **CON**tract, he chose to make these ludicrous allegations.
11. In **CON**trast to the way it is in a hierarchy, in this **CON**cept of leadership a single leader cannot be directly in charge of everyone else.
12. Most recently, a study on Salba **conDUCTed** at the University of Litoral in Santa Fe, Argentina, and published in the British Journal of Nutrition adds more to the Salba resume of benefits.
13. A handbook of **conTEMPorary** theory.
14. We listen to the **conSUMER** and try to give them what they are not getting from the competition
15. He just doesn't have a lot of **CON**fidence in himself.
16. He's gonna throw his heart on the table and live with the **CON**sequences.
17. And for one day, the Roswell Recycling Center will **conDUCT** a collection of it for that purpose.
18. But not everyone is **conVIN**Ced that the Arizona State model makes sense.

19. "Me and pain are pretty much constant companions," Mason said.
 20. There is a **CON**crete¹¹ block at the end that the vehicle runs into.

6.3.2.5.3 Spotting the mistake

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	Most research on after-school programs conducted without CON trol groups reported positive effects.	Yes / No	
2.	In Proceedings of the International CON gress of Ethiopian Studies, pp. 7-25. Moscow [...]	Yes / No	
3.	In the painting workshop, deaf-mute artists conti NUE to work.	Yes / No	
4.	Of the 259 survey respondents, 41. 3% were con sider ED at risk for substance abuse	Yes / No	
5.	Store in an airtight con TAI ner up to 1 month.	Yes / No	
6.	In the fridge she found a CON tainer of cheese and some slices of luncheon meat.	Yes / No	
7.	This plan felt very efficient to him, well con CEI VED.	Yes / No	
8.	His story isn't all that convin CING , but he gets to frame the story.	Yes / No	
9.	The private, you know, con TRAC tors who got the contract to build the dams, and most of them are foreigners.	Yes / No	
10.	The private, you know, contractors who got the CON tract to build the dams, and most of them are foreigners.	Yes / No	

6.3.2.5.4 Spotting the mistake

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

¹¹ The word *concrete* is stressed **CON**crete when it refers to the building material and con**CRETE** (or even **CON**crete depending on the dialect) if it means the opposite of *abstract*.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	But I will <i>continue</i> to paint and try to sell my work during Hidar Tsion.		Yes / No	
2.	What was the toughest part? <i>Convincing</i> people that you were serious?		Yes / No	
3.	This finding should be interpreted in two <i>contexts</i> .		Yes / No	
4.	I don't like to be <i>confined</i> to one area or another.		Yes / No	
5.	OK. So, she says the language is <i>confusing</i>		Yes / No	
6.	Fortunately, we didn't have to <i>consult</i> Felicia before beginning our work.		Yes / No	
7.	James, you, like most other Americans, <i>consume</i> their media in a multiple of ways.		Yes / No	
8.	Ignorance <i>contributes</i> to immigration.		Yes / No	
9.	<i>Conductor</i> : John Baril.		Yes / No	
10.	I would like to <i>confess</i> something, before I go.		Yes / No	

6.3.2.6 *dis-*

Note: The prefix *dis-* can be pronounced [dɪs] or [dæs].

6.3.2.6.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. Listen, I am not well. I' m a *disturbed* person. I' m a maniac. I' m on drugs.
2. Was Goldman's *disclosure* misleading? Legally, no. There was full *disclosure*.
3. The other man fell, clutching his eyes, blinded by the *discharge*.
4. Sometimes, when Amelia got bored or *distracted*, she would drop the doll on its head.
5. In 2008, wind *displaced* about 34 million tons of carbon dioxide, equivalent to taking 5.8 million vehicles off the road.

6.3.2.6.2 Looking for Stress Patterns

The stressed syllables of the words ending with the prefix *dis-* have been highlighted. When you read the sentences, keep these questions in mind:

- A1. Does the stress follow a regular rule?
- A2. If so, what is the rule?

B1. If there is a regular rule, are there exceptions?

B2. If so, what are those?

1. Fighting heart di**SEASE** isn't about getting a test once a year.
2. He lives in the **DIS**trict of Columbia.
3. Molly was standing a small di**STANCE** from it.
4. But in college I di**SCOVERED** the cruel consequences of being heavy.
5. The person was not authorized to di**CUSS** the subject and spoke on the condition of anonymity.
6. I resisted this advice since I felt fine and did not di**SPRAY** signs of heart failure.
7. We would not see the **DIS**tant stars and galaxies.
8. The di**SCOVERY** is the first-known record of cacao north of Mexico.
9. "**DIS**asters teach us how to prevent the last di**SAS**ter," he said.
10. It takes learning and **DIS**cipline to see that truth is never absolute, but it is objective.
11. But less di**STINCT** borders means that the center is not always clearly delineated
12. It is a positive **DIS**course, but there is a negative element as well.
13. For the ones who had fled, the world was di**ORDER**.
14. I di**MISS**ed the thought immediately.
15. Stable di**TING**uished between Catholic and secular providers of health care and other social services.
16. Well, let's just say I had some di**TURB**ing news that I have to act upon immediately.
17. The key to resolving most customer di**PUTES** is good record keeping.
18. Expressing disagreement, di**STRESS**, and anger is part of problem solving.
19. And I was wondering how I can get a **DIS**count on my car insurance.
20. There' s a tool at your di**POS**al, called a mind map, to facilitate the process.

6.3.2.6.3 Spotting the mistake

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	Galileo's DIS coveries convinced him that Copernicus had been right to rearrange the cosmos with the sun	Yes / No	
2.	Why stage your own di APPEAR ance?	Yes / No	

3.	We take you inside some of the most terrifying DIS asters with the people who lived to tell.	Yes / No	
4.	He didn't want to influence her or discouRAGE her.	Yes / No	
5.	They work with local schools to dis TRI bute the bulbs and teach students about the benefits.	Yes / No	
6.	He immediately DIS carded the image.	Yes / No	
7.	The girl screwed up her face in dis GUST .	Yes / No	
8.	You' re in a state of shock, dis BE lief, denial.	Yes / No	
9.	A disa STROUS famine from 1996 to 1999 killed between 600,000 and one million people.	Yes / No	
10.	And he felt--he felt that we had an obligation to DIS close that fact.	Yes / No	

6.3.2.6.4 Spotting the mistake

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	They said I was <i>disruptive</i> .		Yes / No	
2.	Pah! It's still one of the most important <i>discoveries</i> of recent years.		Yes / No	
3.	I <i>distinctly</i> recall you telling me that I wasn't a good listener.		Yes / No	
4.	he FBI is working Leah's <i>disappearance</i> ?		Yes / No	
5.	He didn't openly <i>dislike</i> her.		Yes / No	
6.	There was, he says, deep <i>disagreement</i> however over his former chief of staff		Yes / No	
7.	Ms. Bruce said she had survived <i>disasters</i> before.		Yes / No	
8.	County officials declined to <i>disclose</i> the names of officers on disability.		Yes / No	
9.	Nothing looked right. Blurry. <i>Distorted</i> .		Yes / No	
10.	A gentleman never <i>discusses</i> the merits or demerits of a lady.		Yes / No	

6.3.2.7 e-

Note: When the prefix *e-* is not stressed, it is usually pronounced [ə] and sometimes [ɪ].

When the prefix *e-* is stressed, it is usually pronounced [ɛ] or [i].

6.3.2.7.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. I took a pass on the second of the *eleven* points.
2. And as our species *evolved*, so did the human lifestyle.
3. But one man's *economies* are another's lost profits.
4. This Administration has worked hard to make sure that more of the people *eligible* for domestic nutrition programs actually enroll and receive benefits.
5. Traditional energy sources would be reduced or ultimately *eliminated*.

6.3.2.7.2 Looking for Stress Patterns

The stressed syllables of the words ending with the prefix *e-* have been highlighted. When you read the sentences, keep these questions in mind:

A1. Does the stress follow a regular rule?

A2. If so, what is the rule?

B1. If there is a regular rule, are there exceptions?

B2. If so, what are those?

1. Fiona tried to smooth out the wrinkles and bunches in the fabric to no **eFFECT**.
2. I think love is not an adequate word to express the **eMOTION** I feel in my chest.
3. Several states have enacted **eMERGENCY** release programs to deal with prison overcrowding.
4. Deforestation accounts for one-fifth of the total carbon **eMISSIONS** responsible for climate change.
5. A year ago, elections were held to **eLECT** a provincial council.
6. With the laptop turned off, **eJECT** the old drive and then install the new one.
7. Today, tea parties **eRUPTed** from coast to coast, in Boston, Massachusetts, in Sacramento, California, in Louisville, Kentucky, in Tampa, Florida, Austin, Texas.
8. Again, tell your parents you're thinking about doing **eSTATE** planning and wondered what financial choices they made.
9. Being new has **eNORMous** advantages in a capital- and technology-intensive business like automaking.
10. They gave me **eLECTric** shocks in my ear -- kup-kup-kup-kup, it sounded like a machine in my head
11. Literacy and reading are usually associated with male **eLITE** power.
12. We have the **exACT** same problem.
13. Half of all Americans expect another country to **eMERGE** this century as the world's leader in addressing technological challenges that range from the economy to global

warming, according a survey of U.S. public opinion released by Duke University, Durham, N.C.

14. Mr. Paliwal said that the factory " is a key **E**lement of our strategy for growth”
15. Talking to peers is easier because it is based on **eQUAL**ity, a condition that is less common in conversations with adults.
16. The concept of **E**qual opportunities in physical education with reference to gender equality.
17. These qualities are **E**vident in a growing number of collaborative enterprises.
18. But the windmills might **eMIT** harmful rays that cause cancer and birth defects.

6.3.2.7.3 Spotting the mistake

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	Arrange situations where the adult has E nough time and opportunity to go through some process several times.	Yes / No	
2.	The W riter was on the effecTIV eness of letters of introduction.	Yes / No	
3.	Few anti-aging cosmetics explicitly promise to eli MI nate wrinkles or sun damage, says Brandith Irwin.	Yes / No	
4.	We need to allow health-status insurance to E merge so that people can be insured against higher costs.	Yes / No	
5.	The recession in most of the large ecoNO mies in the world is inflicting real pain here.	Yes / No	
6.	We must take into account that unlike most other large animals, humans have E volved to be sexually active year-round.	Yes / No	
7.	it would have been some survivalist trek through an exotic jungle, E quipped with only a nylon water bag and a pocket knife.	Yes / No	
8.	Two weeks ago he escaPED from this very room at Manhattan Catholic Hospital.	Yes / No	
9.	Here's the E ternal conundrum: [...]	Yes / No	
10.	It doesn't take an ecoNO mist to realize people will not buy homes if they're worried they might lose their jobs.	Yes / No	

6.3.2.7.4 Spotting the mistake

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	Most of my <i>electives</i> were in the fine-art area.		Yes / No	
2.	As <i>economies</i> , societies, and cultures have become increasingly interconnected.		Yes / No	
3.	It's, you know, its glam, rock, pop, <i>electro</i> , funk, everything.		Yes / No	
4.	The other <i>effects</i> emerge only subsequently; they are not seen.		Yes / No	
5.	Cara will start at <i>eleven</i> , but we'll be open at nine.		Yes / No	
6.	I was just amazed with the <i>effectiveness</i> of the system.		Yes / No	
7.	If they do that does change the <i>equation</i> .		Yes / No	
8.	I'm staking my <i>eternal</i> life on it.		Yes / No	
9.	And as our species <i>evolved</i> , so did the human lifestyle.		Yes / No	
10.	Mr. Zardari, who was <i>elected</i> president last September, gave repeated pledges to his rival and coalition partner		Yes / No	

6.3.2.8 em-

Note: When the prefix *em-* is not stressed, it is usually pronounced [əm], like a greatly shortened [ɪm] or even just [m].

When the prefix *em-* is stressed, it is usually pronounced [ɛm].

6.3.2.8.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. The armchair is *embellished* with snakes.
2. He's *embarking* on a much bigger challenge.
3. It's a leather bound journal with gold, *embossed* lettering and heavy, lined paper inside.

4. She worked at the *Emporium* part-time, when it could be managed around the schedule of her full-time job
5. Frustrated but not *embittered*, Rothschild has miniaturized his plans

6.3.2.8.2 Looking for Stress Patterns

The stressed syllables of the words ending with the prefix *em-* have been highlighted. When you read the sentences, keep these questions in mind:

A1. Does the stress follow a regular rule?

A2. If so, what is the rule?

B1. If there is a regular rule, are there exceptions?

B2. If so, what are those?

1. Due to the gender **EM**phasis of the study, participants included only girls.
2. t one point Urban Meyer entered the nearly **EM**Pty locker room.
3. **Em**PLOYment law experts say it would be unusual if an employee billed extra hours for commuting to and from the workplace.
4. The number of **em**PLOYED men 65 and over rose 78 percent.
5. I also told him that the people would **em**BRACE him.
6. She was **em**BARrassed that Ling Bai was eavesdropping on Lu's conversation.
7. Her portrait of **EM**peror Tewodros and **EM**peror Yohannes is a good example of her philosophy.
8. **Em**BEDded in the card was a series of microchips.
9. There is almost complete support for an end to the United States **em**BARgo against Cuba, which has not worked.
10. Zhao was able to convince people his textual tattoo actually **em**BODied the spirit of the king of Heaven.
11. In this article the terms " liberation " and " **em**POWerment " are used cautiously to refer not to permanent possession of absolute power over others (or complete freedom from social controls) but the ability to exercise a degree of independent authority vis--vis people and resources in specific settings (Parpart, Rai and Staudt 2002; Allen 1999; Foucault 1979).
12. Of course, they're **em**BRACing political correctness now.
13. The only thing you can do with frozen **EM**bryos, use them or destroy them.
14. I answered that it seemed we'd **em**BARKed on a rough voyage.
15. The president is clearly trying to fashion an economic message rooted in reality but **em**BROIDered with optimism.
16. Well, I actually don' t think **EM**pathy is the test.
17. A glowing cigarette **EM**ber revealed a smile that would have made the Cheshire cat blush.
18. To diagnose **embou**CHURE¹² problems or check fingering, you need a teacher for that.

¹² This word can also be stressed **EM**bouchure.

6.3.2.8.3 Spotting the mistake - Reading

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	About twenty gun em place MENT S have us in target lock	Yes / No	
2.	Between 1977 and 2007, EM ployment of workers 65 and over increased 101 percent.	Yes / No	
3.	There' s no question that the president' s been very EM phatic about this.	Yes / No	
4.	That is, this actual is em er GENT within the assemblage of knowledge production.	Yes / No	
5.	The boy spoke cheerfully, apparently oblivious to her EM barrassment.	Yes / No	
6.	The aim of that em BAR go was to weaken the Cuban government. That hasn' t worked.	Yes / No	
7.	It was even then EM bellished in the 16th Amendment which further solidified it.	Yes / No	
8.	Among them were the centaurs, the Invidia -- female EM bodiments of discord -- ogres, rogue phantoms, fallen vampires, [...]	Yes / No	
9.	"It's a reflex," Mal said, clearly em bar RASSED by the question.	Yes / No	
10.	Did he justify em PLOY ing such a statement as part of his effort to save the lives of the Indians?	Yes / No	

6.3.2.8.4 Spotting the mistake - Listening

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	The church <i>embraced</i> church-state separation in the 1800s.		Yes / No	

2.	Aurora Theatre <i>embarks</i> on the new year with "Dial M for Murder."		Yes / No	
3.	Jones Company reached a peak <i>employment</i> of approximately 16,000 employees.		Yes / No	
4.	After using grenades to knock out two gun <i>emplacements</i> , he moved through heavy fire toward the third.		Yes / No	
5.	How many civil and martial subjects does <i>Emperor Yuan</i> have?		Yes / No	
6.	I confess that I am <i>embarrassed</i>		Yes / No	
7.	In 1892, Pullman <i>employed</i> more than 6,000 workers.		Yes / No	
8.	You believe your patient was <i>employing</i> a similar technique.		Yes / No	
9.	There's an <i>empowerment</i> which is very hard to explain.		Yes / No	
10.	You place your <i>emphasis</i> on lack rather than on possibility.		Yes / No	

6.3.2.9 ex-

Note: When the prefix *ex-* is not stressed, it is usually pronounced like a shortened [ɪks] or [ɪgz].

When the prefix *ex-* is stressed, it is usually pronounced [ɛks] or [ɛgz].

Note that the [s] or [z] often becomes the beginning of the following syllable.

6.3.2.9.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. The current study *examined* how this emphasis on social behavior would be reflected in both quantitative and qualitative measures.
2. So even now the *experiment* is not quite over.
3. Turned out, my *ex*, who by all *external* appearances and family history was the solid, marrying kind, absolutely hated it.
4. That constitutes a high barrier to expansion in this *extremely* capital-intensive portion of the energy sector.
5. Lions make *extensive* use of watercourses for hunting.

6.3.2.9.2 Looking for Stress Patterns

The stressed syllables of the words ending with the prefix *ex-* have been highlighted. When you read the sentences, keep these questions in mind:

A1. Does the stress follow a regular rule?

A2. If so, what is the rule?

B1. If there is a regular rule, are there exceptions?

B2. If so, what are those?

1. And while I do not have a specific ex**AM**ple to support this claim, I suggest that ...
2. Previous research has documented that social interactions are central to adolescents' ex**PER**ience.
3. we will get what we want, even if we don't know ex**ACT**ly when or how.
4. He ex**PECT**ed no more than a 10 percent success rate for each excursion.
5. Evidence also suggests. that ex**CEPT** for a few countries, internal migration is on the rise.
6. Jarrett A. Lobell is ex**EC**utive editor at Archaeology.
7. It was all fight for me to ex**PLAIN** the decisions that other writers made, but not the ones I had made.
8. I don't accept the reports of American **EX**perts and witnesses in this court.
9. Sure, living a greener lifestyle takes **EX**tra thought, perhaps more time, and sometimes more money, Snow says.
10. When living on the streets, many teenagers will ex**CHANGE** sex for food or drugs, shelter, and security (Vernon, 2001).
11. If you want to move to a more ex**PENS**ive plan, you are going to have to pay more.
12. We will not be able to control to a great ex**TENT** what species will exist in these different habitats.
13. I was ex**TREME**ly tired and short of breath.
14. I noticed everything about her ex**PRESS**ion, her movements, her emotion, things you couldn't see from watching just her.
15. Recognition cannot ex**IST** without a memory image, a result of prior cognition.
16. Dubai has an **EX**cellent, if small, national museum.
17. A few characters ex**PRESS** opinions on the war, both for and against.
18. Penn State University in Philadelphia works to reduce human ex**POS**ure to pesticide pollutants in the home, air, and water.
19. Thus, this descriptive, correlational study was designed to ex**AM**ine that relationship in a group of college students.
20. AimTe's cell phone beeped. "Ex**CUSE** me," she said and dug in her bag, found it, and listened to the message.

6.3.2.9.3 Spotting the mistake - Reading

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed	If not, indicate the appropriate stressed

		correctly?	syllable
1.	Rather than an EX pression of love, justice is a protection against our inability to love.	Yes / No	
2.	Those children who have been exPOSED to domestic violence incidents manifest more psychological adjustment problems.	Yes / No	
3.	Prior to the summer of 1885, the existING law had been used to good effect in Georgia.	Yes / No	
4.	Opinions EXP ressed in this document are those of the author and do not necessarily represent the official position or policies of the funder.	Yes / No	
5.	On the other hand, we acknowledge the eXIS tence of reasoned opinions that dual-gender parenting is the optimal environment for children.	Yes / No	
6.	Why shouldn't somebody godless have the right to exPRESS their political support?	Yes / No	
7.	ExpoSURE to fine particle pollution can cause a number of serious health problems including aggravated asthma.	Yes / No	
8.	I stop to eXAM ine a 10-foot-high medieval-style manuscript that incorporates Roman, Aztec, and Egyptian motifs.	Yes / No	
9.	EX cuse me, should I know you?	Yes / No	
10.	Its methods of testing, by logic, observation, and exPER iment, encourage us to reject ideas.	Yes / No	

6.3.2.9.4 Spotting the mistake - Listening

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	Cultivation <i>extended</i> far and wide.		Yes / No	
2.	The old blind man sits unaware, no <i>expression</i> on his face.		Yes / No	
3.	The option of eliminating risk altogether does not <i>exist</i> .		Yes / No	

4.	There are no words to <i>express</i> our appreciation to the people who helped a perfect stranger.		Yes / No	
5.	Furthermore, this questionnaire was originally created to <i>examine</i> the activities of adolescents in general.		Yes / No	
6.	I am an <i>extreme</i> competitor.		Yes / No	
7.	For the first time in my forty-three years of <i>existence</i> I am green with jealousy of a dead fox.		Yes / No	
8.	I wanted to <i>explore</i> refinancing our house first.		Yes / No	
9.	My job is to go in and give the senior <i>executives</i> information.		Yes / No	
10.	Uncertainty shouldn't be an <i>excuse</i> to ignore data.		Yes / No	

6.3.2.10 *im-*

Note: The prefix *im-* is usually pronounced [ɪm] or like a shortened version of [ɪm].

6.3.2.10.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. They had these models which *implied* that actually AAA made sense.
2. Is Treasury *imposing* reforms on financial institutions?
3. I'm not sure what you're trying to *imply*... but I don't appreciate it.
4. The older man did not deny her *implicit* assumption. He just waved his hand.
5. I don't know about you, but I can't relax in the *imperative*.

6.3.2.10.2 Looking for Stress Patterns

The stressed syllables of the words ending with the prefix *im-* have been highlighted. When you read the sentences, keep these questions in mind:

A1. Does the stress follow a regular rule?

A2. If so, what is the rule?

B1. If there is a regular rule, are there exceptions?

B2. If so, what are those?

1. It's im**PORT**ant in a major city to have a small-town kind of place.
2. This **IM**age goes through my mind.
3. The materials have had a huge **IM** pact on my classes this year
4. Bacon learned to dive in 1971 and im**ME**diately went looking for the sunken city.
5. **IM**Agine the worst-case scenario; Murphy's Law is always in play during rush hour, so why not factor it in?
6. "I believe in the im**PORT**ance of the history, culture, and heritage of Gaza," he says.

7. We strive every day to im**PROVE** and be the best, safest site out there.
8. If an archaeologist analyzes a collection of artifacts and comes to some conclusions about the history of a shipwreck, it is difficult, if not im**POSS**ible, to repeat that analysis if the artifacts have been sold off to hundreds of collectors who may or may not want scholars examining their property.
9. Although the U.S. long has been termed a nation of **IM**migrants, that is a very misleading notion because the **IM**migrants always were predominantly white and European until the late 1970s.
10. His voice is hard, without finesse, and her first im**PRE**ssion is confirmed: he's a brute in expensive clothes.
11. "Those are quite im**PRE**ssive results," Dr. Vuksan says.
12. Mexico has largely been im**MUNE** to the U.S. mortgage crunch.
13. : Greenhouse gases already in the atmosphere will continue to do damage for years to come, and damage from gases will be added during the time it would take to **IM**plement any public or private sector plans to curb future emissions.
14. The plan would im**POSE** tighter rules on banks that package and sell securities that are backed by mortgages and other debt.
15. Colonialism remains the extension of im**PER**ial power beyond the borders of the empire.
16. Sitting on it im**PLIES** that we're waiting on the right time for release.
17. In addition, Turkey im**PORTS**¹³ approximately six million barrels of oil (seven million tons) annually from Russia.
18. Im**MENSE** opportunities remain ahead, from energy to disease to resources to telecommunications.
19. On **IM**pulse, she reached for Zod's hand.
20. In the Boston area, disabled or im**PAIR**ed seniors can use The Ride, which provides a door-to-door wheelchair-access van or sedan for \$2.

6.3.2.10.3 Spotting the mistake - Reading

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	The only way to make meaningful im pro ve MENTS on a sustained basis is to provide greater support to our teachers.	Yes / No	
2.	At the Im PER ial Martial Examination, he accidentally kills his opponent and is sentenced to death.	Yes / No	
3.	However, this result may hide IM portant features of the	Yes / No	

¹³ The verb *import* can also be stressed **IM**port.

	underlying relationship.		
4.	This study examined the experiences of 67 parents who were visually imPAIRED and were raising children.	Yes / No	
5.	The president of Pakistan, Asif Ali Zardari, signed a regulation IM posing Islamic law in the Swat Valley.	Yes / No	
6.	I remained impriSONed by it only because I wanted to see you, but couldn't.	Yes / No	
7.	I braced for the worst, IMagining the place crawling with swampland creatures.	Yes / No	
8.	The men and women at G.M. are imMENS ealy appreciative of the support we have received.	Yes / No	
9.	We were really concerned that a few dogs imPRO perly trained could tarnish the whole industry.	Yes / No	
10.	She saw it through the sunroof, IMP ossibly high and falling toward her fast.	Yes / No	

6.3.2.10.4 Spotting the mistake - Listening

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	"You deserve a raise," I said on <i>impulse</i> .		Yes / No	
2.	There is some moral <i>imperative</i> here that bothers me.		Yes / No	
3.	What was he trying to <i>imply</i> ?		Yes / No	
4.	Journalists are a lot harder to <i>impress</i> than the general public.		Yes / No	
5.	I'm getting breast <i>implants</i> .		Yes / No	
6.	On the other hand, narrative analysis has some		Yes / No	

	<i>important</i> drawbacks.			
7.	While sporadic <i>improvements</i> to the transmission system are underway, no city has yet been wired.		Yes / No	
8.	I enjoy both <i>immensely</i> .		Yes / No	
9.	<i>Improbable</i> as that may sound, it's the truth.		Yes / No	
10.	I could hear a slight <i>impatience</i> in his voice.		Yes / No	

6.3.2.11 in-

Note: The prefix *in-* is usually pronounced [ɪn].

6.3.2.11.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. John Stefanidis, the *interior* designer who has a house in Chora, e-mailed me.
2. He had *invited* dozens of foreign correspondents to lunch one day last fall.
3. The film depicts a tale of espionage *involving* a young student
4. But when I tried to make my purchases, a message *informed* me that I couldn't buy any of these items.
5. The current recession could make this phenomenon quite *intense*.

6.3.2.11.2 Looking for Stress Patterns

The stressed syllables of the words ending with the prefix *in-* have been highlighted. When you read the sentences, keep these questions in mind:

- A1. Does the stress follow a regular rule?
 - A2. If so, what is the rule?
 - B1. If there is a regular rule, are there exceptions?
 - B2. If so, what are those?
1. The pair disagrees about nearly everything **inCLUDing** fashion, men, and Lindsay' s passion to join a rock band.
 2. My skin is burning but **inSIDE**¹⁴ I am as cold as the North Pole.
 3. Hardly anyone in the city uses landline phones anymore; **inSTEAD** people rely on their trusty telefonino or cell phone.
 4. There are many musicians who have no **INterest** in becoming orchestral performers, conductors, opera singers, or college music professors.
 5. Aquaculture is a relatively new **INdustry** (at least in North America) with significant potential for innovation.

¹⁴ *Inside* and *outside* are usually stressed on the last syllable, but they can have the stress on in- or out- when contrasted to each other.

6. The players were **inVOLVED** in 20 training sessions and 16 games over the course of a 10 week season.
7. She is among the many who have witnessed an **INcrease** in the number of exhibition openings and other cultural activities with high attendance in Addis Ababa.
8. Here a genuinely Tibetan quality of mind is **inDEED** manifest.
9. The programs had little opportunity to **INfluence** students, since most participated infrequently and spent only one year in the program.
10. "The public health **inSURance** plan will be a major point of contention as the debate over health care reform heats up," notes Roger Hickey, co-director of the Institute.
11. Between the late 1950s and 2005, the **INcome**¹⁵ share of the wealthiest one percent of the U.S. population more than doubled.
12. Sudan, where China has substantial direct **inVESTment** in the industry, is another major supplier.
13. Throughout this performance torture was, and remains, illegal under U.S. law in every **INstance** without exception.
14. Students should discuss the following guidelines **inTENDED** to help them prepare for emerging opportunities as teachers of adults.
15. He demanded **INstant** payment of the loan.

6.3.2.11.3 Spotting the mistake - Reading

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	The parents of several recruits have INformed Florida's staff, Meyer reports.	Yes / No	
2.	So this inSPIRED us: We're going to do a few sessions with a trainer next.	Yes / No	
3.	In this study, we found that the INdex peaked in May, June, and September in the endemic districts.	Yes / No	
4.	He's intuiTIVE and gets the technique and ingredients.	Yes / No	
5.	He's intuitive and gets the technique and inGRE dients.	Yes / No	
6.	"I'm fascinated" he said, "by her INcredible understanding of the dynamics of sin and grace in the modern world.	Yes / No	
7.	Always compare fees among similar investments before	Yes / No	

¹⁵ This is an example of a noun that grammatically functions as an adjective in the sentence.

	deciding where to IN vest.		
8.	The woman had kind, IN telligent eyes, and wore an expression of nervous self-deprecation.	Yes / No	
9.	A strong affirmation puts two powerful mental qualities into action: inten TION and expectation.	Yes / No	
10.	This approach allowed for an in-depth in QUI ry of participants sharing a common experience.	Yes / No	

6.3.2.11.4 Spotting the mistake - Listening

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	You are so <i>intrusive</i> !		Yes / No	
2.	Bruce Springsteen <i>insisted</i> I play guitar with him.		Yes / No	
3.	Gardening and attracting birds go hand in hand, as both <i>involve</i> working with your yard's natural environment.		Yes / No	
4.	Always compare fees among similar <i>investments</i> before deciding where to invest.		Yes / No	
5.	I don't want you to think we had the intent of doing anything <i>inappropriate</i> .		Yes / No	
6.	We couldn't come out and match their <i>intensity</i> .		Yes / No	
7.	It all begins within 10 to 12 hours after <i>infection</i> starts.		Yes / No	
8.	There is never a better time to <i>invest</i> than right now.		Yes / No	
9.	Mr. Karp is an able and <i>intelligent</i> man.		Yes / No	
10.	If you <i>insist</i> on a name -- I have most recently been known as Adrian.		Yes / No	

6.3.2.12 pre-

Note: When the prefix *pre-* is not stressed, it is usually pronounced [prə] or [pɾɪ].

When the prefix *pre-* is stressed, it is usually pronounced [prɛ] or [pri].

6.3.2.12.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. Are you going to stick by your *predictions* that we saw?
2. And what's more--all thirty-one samples had been *preserved* in wax.
3. In the pages *preceding* this passage, the pace was leisurely.
4. But all the other questions were *predictable*.
5. Cape Verde is becoming a *predominantly* urban society.

6.3.2.12.2 Looking for Stress Patterns

The stressed syllables of the words ending with the prefix *pre-* have been highlighted. When you read the sentences, keep these questions in mind:

- A1. Does the stress follow a regular rule?
 - A2. If so, what is the rule?
 - B1. If there is a regular rule, are there exceptions?
 - B2. If so, what are those?
1. Well, we are going to be **preSENT**ing a budget in February.
 2. My health improved, and I stopped taking blood **PRESS**ure meds.
 3. Meanwhile, migrants are looking for jobs available now, even ones paying half their **PRE**vious salaries.
 4. And despite the officers **PRE**sence, the shooter in each case escaped.
 5. The fourth negative impact is the use of fish meal and fish oil in **prePARED** feeds.
 6. The teacher **preSENT**ed the three tutoring behaviors: instructing, modeling, and physical guiding.
 7. As with asthma patients, who avoid dust or smoke to **preVENT** an asthma attack, a person recovering from drug addiction needs to avoid hanging out with friends who abuse drugs and, when possible, avoid extreme stress, which can also trigger a relapse.
 8. I'm there to do a job, and that job is to help **prePARE** the executives to make the best possible decisions for the company.
 9. I suppose it's not **preCISE**ly true that it was solely I who consolidated Napoleon's power and changed the course of world history.
 10. Birds' diets are diverse. Some **preFER** fruit, nectar, or sugar water.
 11. Why is it important to **preSERVE** these places?
 12. French officials also **preDICT**ed radical changes in recording technology.
 13. He is **preSUM**ably going to run for election.
 14. I could **preTEND**, but what good does that ever do?
 15. She followed his frantic glance to the fireplace mantle where the antique Waltham clock, valued for its **preCIS**ion, declared 8:00.
 16. The rare disease **preVENTS** Addi and Cassi's cells from processing and eliminating cholesterol.

6.3.2.12.3 Spotting the mistake - Reading

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	Data obtained from interviews are PRE sented under the following themes: [...]	Yes / No	
2.	Birds' diets are diverse. Some pre FER fruit, nectar, or sugar water.	Yes / No	
3.	China's huge training programs may also help PRE serve social stability by keeping the unemployed off the streets.	Yes / No	
4.	Hydrogen is PRE sently being researched and developed.	Yes / No	
5.	What Adams said was, he said, you don' t need a majority to PRE vail.	Yes / No	
6.	The important issue is providing early care, pre VENT ive care, getting people access to care initially.	Yes / No	
7.	As he PRE pares to leave office, Vice President Cheney spoke to FOX about a range of subjects.	Yes / No	
8.	Information about the crash pre ced ED Billy's arrival.	Yes / No	
9.	Were you ever PRE ssured to stop it?	Yes / No	
10.	Like, I guess people pre SUME that I' m a gangster, you know, I have a lot of friends in the industry, in the hip-hop industry, a lot of friends.	Yes / No	

6.3.2.12.4 Spotting the mistake - Listening

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	"The unrest will continue," he <i>predicts</i> .		Yes / No	
2.	Thus far, ethnographic work on ways to <i>prevent</i> drug addiction has been limited.		Yes / No	
3.	My story is that I <i>presently</i> teach high school in		Yes / No	

	Miami - in a public school.			
4.	I <i>presumed</i> he meant you.		Yes / No	
5.	And experts say social networking helps <i>prepare</i> youngsters for a lifetime online.		Yes / No	
6.	Instead, she <i>pretended</i> that you had already arrived.		Yes / No	
7.	Testing it is <i>precisely</i> what the Obama administration now looks set to do.		Yes / No	
8.	Who is the doctor that you say <i>prescribed</i> the drugs?		Yes / No	
9.	He's trying to <i>preserve</i> his own image because he feels Putin's will suffer in the coming months.		Yes / No	
10.	That <i>prepares</i> you for a life together.		Yes / No	

6.3.2.13re-

Note: When the prefix *re-* is not stressed, it is usually pronounced [rɪ] or [rə].

When the prefix *re-* is stressed, it is usually pronounced [ri:].

6.3.2.13.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. The board discussed each item clearly and concisely, with *respect* for each other's positions.
2. After a month on half-pay disability, Kasper *returned* to work.
3. Despite the growing knowledge about drug use, many questions *remain*.
4. In 1965, the Democrats and Republicans supported the new law that *replaced* the Immigration Act of 1924.
5. The Saline Solution A daily saline rinse may *reduce* sinus symptoms by as much as 72 percent.

6.3.2.13.2 Looking for Stress Patterns

The stressed syllables of the words ending with the prefix *re-* have been highlighted. When you read the sentences, keep these questions in mind:

- A1. Does the stress follow a regular rule?
- A2. If so, what is the rule?
- B1. If there is a regular rule, are there exceptions?
- B2. If so, what are those?

1. He did say, however, that the book was based more upon reflection than re**SEARCH**.¹⁶
2. I re**MEMBER** this teaching method from my days at Victory.
3. Many students re**PORT** that their life online after school is disconnected from the instructional methods teachers use in class.
4. **REcent** measurements indicate that sea-level rise is now about 3 mm per year.
5. The authors concluded that the re**SULTS** were mixed and difficult to summarize because of great variability in re**SULTS**.
6. South Carolina had drafted its slave code in 1740, in re**SPONSE** to the Stono slave rebellion of 1739.
7. These values surveys demonstrate that the worldviews of people living in rich societies differ systematically from those of people living in low-income societies across a wide range of political, social, and re**LIGious** norms.
8. Both Re**PUBLICan** candidates told us they hated corruption and would cut excess and waste.
9. Mail entry must be postmarked by January 31, 2009, and re**CEIVED** by February 5, 2009.
10. They profited from all sorts of **REsources**, from the coast to the highlands.
11. Secondary material in the form of newspaper re**PORTS** also offered useful information.
12. The impact of tourism remains highly concentrated in the capital **REgion**.
13. Where change is re**QUIRED**, the options are often defined by what people won't give up.
14. When excavation started two years later, enough re**MAINED** to reveal intimate details of life in the Maya town.
15. The headmaster told me that the children were re**LATed** to the restaurant's owner, and that he used to have problems with them because they would steal from customers outside his English school.

6.3.2.13.3 Spotting the mistake - Reading

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	As a RE sult, the current analyses were not performed with this independent variable to conserve power.	Yes / No	
2.	In November 2007, the Center for Immigration Studies RE leased a comprehensive report detailing the impact of immigration on the U.S.	Yes / No	
3.	I am hoping that you know of a better way to RE move and replace the lens.	Yes / No	

¹⁶ This word can also be stressed as **RE**search.

4.	I am hoping that you know of a better way to remove and re PLACE the lens.	Yes / No	
5.	All societies have sanctions RE garding theft, violence, and dishonesty in dealing with others.	Yes / No	
6.	Transport cost is also dramatically RE duced by commerce on the Web.	Yes / No	
7.	Those who had not fled were subjects of a new totalitarian re GIME .	Yes / No	
8.	I tell every re PO rtter the same story, using the same words, and then they write whatever they want.	Yes / No	
9.	Icons of Trade: Reli GI ON and Contemporary Visual Culture in Ethiopia.	Yes / No	
10.	Their contents RE fect the emotional component of symptoms associated with depression: sadness, guilt, crying, and irritability.	Yes / No	

6.3.2.13.4 Spotting the mistake - Listening

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	Why would you want to <i>reduce</i> the amount of pleasure in your life?		Yes / No	
2.	Production of fish can <i>reduce</i> pressure on wild stocks.		Yes / No	
3.	You say hello as if you don't <i>remember</i> him that well.		Yes / No	
4.	Does this <i>require</i> my full attention?		Yes / No	
5.	Hagan also <i>released</i> her own television spot.		Yes / No	
6.	What makes you likely to <i>respond</i> to a query?		Yes / No	
7.	I found it a relief to share <i>responsibility</i> .		Yes / No	
8.	To our relief, the rain stops almost as suddenly as it began.		Yes / No	
9.	These practices were not uniform, especially those <i>regarding</i> the judiciary.		Yes / No	

10.	Optional <i>responses</i> consist of always, often, seldom, and never.		Yes / No	
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6.3.2.14 Brief overview

Looking back on the previous exercises, which historical prefixes

- can have primary stress?
- can have secondary stress?
- can have primary or secondary stress?
- are not stressed?

6.3.3 Noun/Verb Distinction

There are a few words that are spelled exactly the same, but for which the stress pattern is different depending on the grammatical category of the word that they belong to (that is to say, their stress can vary if they are nouns, verbs, etc.) For example, the word *reject* has two different stress patterns according to its word category. It is stressed as **reJECT** if it is used as a verb, and **REject** if it is used as a noun. The vowel sounds also change. **REject** is pronounced ['ri:ʤɛkt], while **reJECT** is pronounced [rɪ'ʤɛkt].

Note that nouns grammatically function as adjectives. For example, the word *brick* is a noun, but it functions as an adjective in the sentence: *He sat with a brick wall at his back, cool and damp* (i.e. the wall was made of bricks). A noun that functions as an adjective does not change its stress pattern.

6.3.3.1.1 Exercise:

Analyze the following words in context and pay attention to the stress patterns in relation to the grammatical categories of the words.

Record

1. There were no meetings, but I logged in daily to re**CORD** my activity and food, and, once weekly, my weight.
2. He gets fired and cannot find a new job because he has a **REcord**.
3. Robles wonders if Collazo and Lee can use the scanner to re**CORD** the hieroglyphs.

4. In April 2008 the world rice price reached a **REcord** high of more than U.S.\$1,000 per ton, more than double its January price.

Conflict

5. They often also lead us to attempt to resolve the **CONflict** by trying to establish who is right and who is wrong.
6. War as a path to **CONflict** resolution and great-power expansion has become largely obsolete.
7. Though the agendas of various groups have always **conFLICTed**, especially in regard to tensions between domestic Political concerns and foreign Policy objectives, a loose, flexible consensus has always been formulated.
8. I also made sure I mentioned Georgia Championship Wrestling, which **conFLICTed** with one of Claudia's favorites, Hee Haw, [a 1970s TV show].

Decrease

9. The cut was necessary in part because regional synods plan to **deCREASE**¹⁷ their contributions to the denomination by \$2.4 million this year, church leaders said.
10. Waist size is especially a concern if your guy is over 30, when metabolism slows and testosterone levels **deCREASE** by about 1 percent each year.
11. Our data center consolidation savings with Dell solutions gave us an immediate 50 percent **DEcrease** in energy expenses
12. TheatreWorks, the South Bay's largest theater, is projecting no **DEcrease** in its \$7 million budget next year

Object

13. Purists might **obJECT**, but Hebrew's ability to engulf and transform foreign words was a sign of life.
14. A parked car is the **OBject** of his scrutiny.
15. They will launch several, but given the **Object's** speed, our chances are slim.
16. When the CIA briefed Pelosi, she strongly **obJECTed**, according to one source.

Present

17. By trading places to become a teacher, adolescents can better appreciate the problems educators face as they try to arrange learning for individual students who **preSENT** a broad range of performance levels.
18. Limitations of the **PREsent** study include self-selection in the sample who chose to respond to the internet-based survey.
19. We recommend that future data collection efforts take these three factors into account if the ultimate goal is to protect human health, and we **preSENT** our rationale for these priorities in this article.
20. "Yeah." He laughed. "A **PREsent** for me, I guess."

Protest

¹⁷ This word can also be stressed **DEcrease**.

21. The most attention-getting part of the **PRO**test was that the demonstrators were dressed stereotypically as prostituted women, in tiny skirts
22. Egypt withdrew its ambassador from Israel to pro**TEST** the military tactics used against Palestinians.
23. In some camps, residents have been refusing humanitarian aid, to pro**TEST** the government's expulsion of the NGOs [Non-Governmental Organizations].
24. After days of silence during the **PRO**test, Ahmadinejad sought to portray business as usual on Wednesday.

1. What are the two word categories targeted in the above sentences?

2. What are the stress patterns as far as grammatical categories are concerned?

3. Can you think of any other words that have the same patterns?

6.3.4 Summary

6.3.4.1 *Contemporary prefixes*

Looking at the contemporary prefixes that have been analyzed here and others that you may know, what is the general pattern regarding word stress in relation to the prefixes?

6.3.4.2 *Historical prefixes*

Looking at the historical prefixes that have been analyzed here and others that you may know, what is the general pattern regarding word stress in relation to the prefixes?

6.4 Suffixes and Stress Placement

Note: Depending on the suffix or prefix, some of these exercises may appear very easy while others are not as straightforward.

6.4.1 -tion

Note: The suffix *-tion* is usually pronounced [ʃən] or [ʃn].

6.4.1.1.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. One of the last painters of his *generation* with traditional training is Qes Adamu Tesfaw.
2. Water Quality Criterion for the *Protection* of Human Health: [...]
3. February Begins the Creative *Competition* for Individuals.
4. The *construction* of nuclear Iran occurs between various narratives: Islam, nation, and Iran's international interest.
5. Consequently; both private *foundation* and government funds increased to expand the number of after-school programs.

6.4.1.1.2 Looking for Stress Patterns

The stressed syllables of the words ending with the suffix *-tion* have been highlighted. When you read the sentences, keep these questions in mind:

A1. Does the stress follow a regular rule?

A2. If so, what is the rule?

B1. If there is a regular rule, are there exceptions?

B2. If so, what are those?

1. "That's the formal **in**for**MA**Tion, sir. It gets more interesting."
2. It was necessary to ask the broader **QUE**STion of "What information is given to newcomers?"
3. Three quarters of the teenagers we questioned were unhappy with sex **edu**CAtion at school.
4. How is a **presen**TATion such as that gonna be received by our clients?
5. However, two studies are suggestive of the need for additional at**TEN**Tion.
6. The Oromo in Ethiopia recognize their **NA**Tion as Oromia, extending 600, 000 square kilometers from the Nile River in the north to the Hararghe Plateau in the southeast.
7. The **pos**ITion in which I stood left me in front of a large crack.
8. If the Obama **adminis**TRAtion could show that there are real payoffs for moderation, reconciliation, negotiation, and political and economic reform, it would recoup considerable U.S. influence throughout the region.
9. It's, it's funny because we, we were having this **con**ver**SA**Tion before we came in weren't we?
10. Many computers have an **in**STRU**CT**ion which is a **vari**ATion on the **ope**RA**TI**on of scanning the bit positions of a computer word.

11. We are rather at the point of arguing that the state, and in particular its bureaucracy, may be free from **subordiNAtion** and **manipuLAtion** by the ruling class in order to preserve its interests in the long run and as a whole.
12. As the **roTAtion** accelerated, the aircraft would swing outwards.
13. The amount of money that's gone into it is ridiculous considering the amount of **compenSAtion** that everybody's going to get or hopes to get after it.
14. The vertical axis shows the vertical **poSiTion** of the needle for any given **roTAtional** angle of the input shaft A.
15. Its profits will depend on the **ACtion** chosen.
16. I think that's the same **situAtion** as with nuclear power, which has taken perhaps fifty years from its discovery to its application on a large scale.
17. I heard there's a good **proDUction** of Rigoletto on at the moment
18. The **associAtion** has offered the MP free cab rides for the rest of his stay in the resort.
19. I want to be in perfect **conDiTion** for the match against Norway and I think I will.
20. I had severe muscle cramps in my hands and, after some **investiGAtion**, thought I might be deficient in the mineral potassium.

6.4.1.1.3 Spotting the mistake - Reading

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	Feeding birds creates a conNEction with something beyond my control.	Yes / No	
2.	She had science on her side, not to menTion age, grace, and dignity.	Yes / No	
3.	In fact, new legisLAtion "allows for the extension of the presidential term.	Yes / No	
4.	In fact, new legislation "allows for the EXTension of the presidential term.	Yes / No	
5.	Teacher-student classroom interaction: The influence of gender, academic dominance, and teacher commUNication style.	Yes / No	
6.	Selection bias by level of particiPAtion and attrition.	Yes / No	
7.	The state sentenced no women to comBINation punishments before 1831.	Yes / No	
8.	The constiTUTION of Spain refers to Castilian as "the official Spanish language of the state," which "all Spaniards have the duty to know."	Yes / No	

9.	In addition, after the 1974 re VO lution, few tourists visited Ethiopia.	Yes / No	
10.	These contraDICT ions exist in today's capitalist autocracies, and the resolution of these contradictions is likely to lead to political liberalization.	Yes / No	

6.4.1.1.4 Spotting the mistake - Listening

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	The lions' <i>location</i> is recorded on a GPS unit.		Yes / No	
2.	Selection bias by level of <i>participation</i> and attrition.		Yes / No	
3.	In addition, after the 1974 <i>revolution</i> , few tourists visited Ethiopia.		Yes / No	
4.	This helps you target your <i>instruction</i> exactly to what they need next.		Yes / No	
5.	These <i>contradictions</i> exist in today's capitalist autocracies, and the resolution of these contradictions is likely to lead to political liberalization.		Yes / No	
6.	These contradictions exist in today's capitalist autocracies, and the <i>resolution</i> of these contradictions is likely to lead to political liberalization.		Yes / No	
7.	These contradictions exist in today's capitalist autocracies, and the resolution of these contradictions is likely to lead to political <i>liberalization</i> .		Yes / No	
8.	Roem has written that, in such books, Phelps's " <i>elucidation</i> was creation."		Yes / No	
9.	Roem has written that, in such books, Phelps's " <i>elucidation</i> was <i>creation</i> ."		Yes / No	
10.	<i>Prevention</i> and intervention programs are needed more than ever.		Yes / No	

6.4.2 -ics / -ic

Note: The suffix *-ic* is usually pronounced [ɪk].

The suffix *-ics* is usually pronounced [ɪks].

6.4.2.1.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. Murphy is an equally harsh *critic* of his former self.
2. Gary must have sensed my *panic*.
3. This is the wrong *diplomatic* tack.
4. And I don't think that's a *realistic* goal for me right now.
5. Multiple meanings: Shopping and the cultural *politics* of identity.

6.4.2.1.2 Looking for Stress Patterns

The stressed syllables of the words ending with the suffix *-ics/-ic* have been highlighted. When you read the sentences, keep these questions in mind:

A1. Does the stress follow a regular rule?

A2. If so, what is the rule?

B1. If there is a regular rule, are there exceptions?

B2. If so, what are those?

1. These colleges represent a mix of **PUBLIC** and private schools, rural and urban colleges
2. Many come together at the Bandu **MUSIC** Café
3. Decorating with polish also suggests a high **eCONOMIC** status.
4. The Ethiopian People's Revolutionary **DEMOCRATIC** Front conquered the socialist military regime of Mengistu Haile Mariam in 1991.
5. The **specific** type of care requested by many parents reflected growing emphasis on academic performance and accountability
6. It poses a threat to the **BASIC** health of our economy.
7. The research team is a key component in building **academic** acceptability.
8. The purpose of the scale is to evaluate the type and grade of **domestic** violence between married couples and/or partners who live together
9. The Iranian **scientific** community has gone through several political phases since the Islamic revolution of 1979.
10. In 1993, the company began producing fleece pullovers from recycled **PLASTIC** bottles and changed the face of responsible clothing.
11. Perceived barriers to education and career: **ETHNIC** and gender differences.
12. I had been having such severe pains that I would have to pull over in **TRAFFIC** because I was afraid to drive with them.
13. It's the **CLASSIC** male reaction, I suppose. Too much too soon.

14. The benefits can be dra**MAT**ic.
15. He's got a little **MAG**ic in him.
16. They gave me e**LEC**tric shocks in my ear.
17. She points to a hippie in another picture, a photographer from the Pa**CIF**ic Sun newspaper, who came to take pictures of the commune and never left.
18. Adolescents received ten times as much elec**TRON**ic mail as parents and explored the Internet to a greater extent.
19. Russia's victorious military blitz into the former Soviet re**PUB**lic of Georgia brought something old and something new -- but none of it was impromptu.
20. We painted the living room yellow with blue trim, from a collection of his**TOR**ic colors
21. The **RHE**toric may have been worse than the reality, although the reality was bad enough.

6.4.2.1.3 Spotting the mistake - Reading

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	Spaces, Places, and Fields: The POL itics of West African Trading in New York City's Informal Economy.	Yes / No	
2.	Table 1 Descriptive sta TIS Tics of variables used in logistic regression models	Yes / No	
3.	I walked out remembering the crucial moment when I made my own silent compromise with ETH ics.	Yes / No	
4.	"Like many CATH olics, I also pray when an ambulance passes by."	Yes / No	
5.	This article explores both the legal and illegal dyna MICS of the international conventional arms trade.	Yes / No	
6.	Unplug e LEC tr onics like computers, printers, and televisions when not in use so they don't waste power.	Yes / No	
7.	An examination of adolescence in 12 countries, including such topics as geography, demoGRA phics and history, [...]	Yes / No	
8.	Realms are indicated in boldface, provinces (1-62) in I talics, and ecoregions (1-232) in roman type.	Yes / No	
9.	Figure 1b shows the SCHE matics of distribution and collection pipes in a capillary seepage soil biofiltration bed.	Yes / No	

10.	Only the most hopeless roman TICS would ever even feel a need to make a show like this.	Yes / No	
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6.4.2.1.4 Spotting the mistake - Listening

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	He may muffle some <i>critics</i> , but not all.		Yes / No	
2.	So, what did you think of the Special <i>Olympics</i> ?		Yes / No	
3.	The secret is in the <i>mathematics</i> of its shape.		Yes / No	
4.	I would feel guilty if I left <i>Athletics</i> Canada now.		Yes / No	
5.	He blames everything on <i>genetics</i> , yeah.		Yes / No	
6.	She's dedicated her life to <i>gymnastics</i> .		Yes / No	
7.	They didn't have a lot of <i>organics</i> , says Isabella, 11.		Yes / No	
8.	The crux of the talk did focus on the main tenets of <i>linguistics</i> .		Yes / No	
9.	I think that we can argue <i>semantics</i> .		Yes / No	
10.	The floors are covered in <i>mosaics</i> that vaguely recall those in ancient Roman villas.		Yes / No	

6.4.3 -able

Note: The suffix *-able* is usually pronounced [əbl].

6.4.3.1.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. He cranked the *portable* phonograph swiftly and reset the needle.
2. Will police be held *accountable*?
3. Bram had spent eight *miserable* years rescuing Georgie from thorny situations.
4. But all the other questions were *predictable*.
5. Coming up, a terrifying story, *unbelievable* pictures.

6.4.3.1.2 Looking for Stress Patterns

The stressed syllables of the words ending with the suffix *-able* have been highlighted. When you read the sentences, keep these questions in mind:

A1. Does the stress follow a regular rule?

A2. If so, what is the rule?

B1. If there is a regular rule, are there exceptions?

B2. If so, what are those?

1. They can take small steps, get **COM**fortable with them, and move on to others.
2. Again, to the untutored ear, this has a **RE**asonable sound to it.
3. Some team items are **VAL**uable not because of the passion of their fans but because of their scarcity.
4. The study found that you could predict, with re**MARK**able accuracy, which 16-year-olds would develop schizophrenia later in life based on only a few characteristics.
5. Many of the students also took cons**IDER**able pay cuts to return to school.
6. And Ashley's friends say that background left her insecure, **VUL**nerable.
7. The **BR**itish characters were the most **V**ARIABLE and complex.
8. If we explain that eating people is not ac**CEPT**able behavior, he'll understand.
9. The number of citations an author attracts is a re**LI**able measure of the attention the author receives from the scientific community.
10. **THE MYTH:** Weight gain is i**NEV**itable as you get older.
11. Add a fruit or **VE**getable to each meal.
12. The global financial system has been crashing more frequently over the past 30 years than in any **COM**parable period in history.
13. May is a particularly **FA**vorable period for just about everything.
14. This agenda includes the promotion of peace, stability, human rights, democracy, good governance and su**STAIN**able development.
15. There had seemed plenty of time to find a **SUIT**able man on her own.
16. The consumer-led growth of the past is not **VI**able in a world where every country wants to have the same consumer society, because the demand on natural resources and the environmental strain would be too great.
17. 86 percent of Americans agree that government "needs to do more to make health care af**FORD**able and accessible."
18. I know enough to find you lovely and de**SIR**able. What more is necessary?
19. Republic of Yugoslavia (as it was known from 1992 to 2003) reported a **NOT**able increase in rates of abortion, child mortality, birth defects, and premature births.
20. Brazilian banks are solid and **PRO**fitable, thanks to the stability created by Lula's predecessor, Fernando Henrique Cardoso.

6.4.3.1.3 Spotting the mistake - Reading

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	While a computer lab was avail ABLE , academics were not stressed.	Yes / No	
2.	It would be years before French authorities decided to hold someone ac count TABLE .	Yes / No	
3.	I nodded. I was PRE dictable.	Yes / No	
4.	You can't leave my house without that. It's un beLIEV able.	Yes / No	
5.	They were too me MOR able, which was good if you wanted to make an impression.	Yes / No	
6.	She allowed the library to stock "ques TION able" books such as The Catcher in the Rye and the Harry Potter series.	Yes / No	
7.	They could send his conversation off in a thousand unpreDICT able directions.	Yes / No	
8.	The rapid growth in demand for re NEW able fuels has brought new jobs and possibilities to rural regions.	Yes / No	
9.	And it is un der STAND able, because, by definition, a new disease is unpredictable.	Yes / No	
10.	I have a hard time believing you thought yourself in CAP able of doing anything.	Yes / No	

6.4.3.1.4 Spotting the mistake - Listening

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	That's a <i>miserable</i> fate for someone, isn't it?		Yes / No	
2.	I think that not being <i>predictable</i> is a blessing, a gift.		Yes / No	
3.	This may be the most <i>memorable</i> image of the captain's rescue.		Yes / No	
4.	You are--you are what Frank calls a <i>formidable</i> woman.		Yes / No	

5.	No, this is <i>unacceptable</i> . Your conduct is unacceptable, lady.		Yes / No	
6.	I want to introduce to you to two of the most <i>honorable</i> men I know.		Yes / No	
7.	And it is <i>understandable</i> , because, by definition, a new disease is unpredictable.		Yes / No	
8.	He's <i>knowledgeable</i> about trade issues.		Yes / No	
9.	"I am a <i>respectable</i> married woman."		Yes / No	
10.	"You're sure it's <i>fashionable</i> ?" I asked. "Oh, yes," said the clerk.		Yes / No	

6.4.4 **-ity**

Note: The suffix *-ity* is usually pronounced [ɪtɪ].

6.4.4.1.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. They crave *stability*, consumer goods, and travel.
2. The company has released statements saying its top *priority* is "to ensure the public safety."
3. As the level of farming *intensity* accelerates, the production per unit area increases dramatically.
4. For example, *utility* companies may offer a break on energy bills.
5. What makes *humanity* is not reason.

6.4.4.1.2 Looking for Stress Patterns

The stressed syllables of the words ending with the suffix *-ity* have been highlighted. When you read the sentences, keep these questions in mind:

A1. Does the stress follow a regular rule?

A2. If so, what is the rule?

B1. If there is a regular rule, are there exceptions?

B2. If so, what are those?

1. He teaches history at Yale **uni**VERSity.
2. Pullman was and is still a largely working-class **com**MUNity, but over the years residents have obtained city, state, and national historic landmark status and helped preserve several key public buildings.
3. The staff, shopkeepers, and **se**CUrity personnel of the malls are important components of this process
4. Fish First focuses on the **QUAL**ity and **QUAN**Tity issues related to salmon.

5. All selected disinfectants demonstrated the **aBILity** to reduce by more than 99% the test bacteria inoculated onto the telephone mouthpieces.
6. To me, the golden **oppoRTUNity** to beef up democracy all over the world is missed.
7. The remaining 84 victims were children, the vast **maJORity** of whom were under 13 years of age.
8. When I don't have time for a workout, I slip in extra **acTIVity**, like carrying groceries indoors one bag at a time.
9. The rhetoric may have been worse than the **reAlity**, although the **reAlity** was bad enough.
10. In the decade following WWII European cinema was preoccupied with issues of parental **auTHORity** and responsibility.
11. I have the **responSiBILity** and the **accounTaBILity** to get this job done.
12. Brother James (as we will call him to protect his **iDENTity**) is a young Chinese who has spent several years studying outside of China.
13. No parent ever wants to consider the **posSiBILity** that his or her son or daughter could be one of the mean popular kids.
14. **CreATIVity** is the **caPACity** to develop significant and valuable novelty.
15. A **miNORity** of Americans subscribe to an unusual theory about the origin of people and other animals.
16. Specialists were often burdened with making several visits to a **faCILity** in order to move forward with enforcement procedures.
17. This is partly due to the sheer pace of change and increasing **comPLEXity** of the **diVERSity** around us.
18. It is well-established individuals in a career matching their **persoNALity** not only have longer job tenure but are also healthier and happier.
19. Will what I name my child affect his or her **persoNALity**?
20. Israel halted normal trade with Gaza and kept it on a much reduced diet for **elecTRICity**, gasoline, diesel and cooking oil, wheat flour and many other items.

6.4.4.1.3 Spotting the mistake - Reading

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	This shifts your center of GRAVity , forcing the muscles of your core, shoulders, and hips to work harder	Yes / No	
2.	And then when I went public about his autism, I gained crediBILity as a passionate mom.	Yes / No	
3.	Because coders achieved greater than 85% reliABILity , the remaining narratives were divided evenly among the coders.	Yes / No	

4.	By virtue of having been born, a person has a right to the di GN ity and rights that we afford all members of our species.	Yes / No	
5.	It's an outlet for their crea Tivity and an absolutely critical part of childhood.	Yes / No	
6.	Reli Ability and validity of the parental control scale: A meta-analysis of cross-cultural and intracultural studies.	Yes / No	
7.	Reliability and VA lidity of the parental control scale: A meta-analysis of cross-cultural and intracultural studies.	Yes / No	
8.	I find it interesting to read how, because of new economic ne CE ssity, many people are acquiring food and home keeping practices that rural folk have followed for years.	Yes / No	
9.	After a month on half-pay disabi Lity, Kasper returned to work.	Yes / No	
10.	To me, sexu Ality is very different from sensuality.	Yes / No	

6.4.4.1.4 Spotting the mistake - Listening

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	It is also as ancient as <i>humanity</i> itself.		Yes / No	
2.	And in a rare moment of <i>unity</i> , the two rabbis turn to God and say: [...]		Yes / No	
3.	Why did your <i>popularity</i> take off so explosively?		Yes / No	
4.	We cannot turn back the clock, but hope is not lost for moving forward with <i>dignity</i> .		Yes / No	
5.	You get an awful lot of <i>productivity</i> out of 1 acre of algae.		Yes / No	
6.	I am my own boss, and I have the <i>flexibility</i> to work my schedule around my farm and family.		Yes / No	
7.	The <i>complexity</i> increases with the technical details of the medicine.		Yes / No	

8.	Authorized users don't share <i>liability</i> for the debt.		Yes / No	
9.	<i>Equality</i> of rights under the law shall not be denied or abridged by the United States.		Yes / No	
10.	Infant <i>mortality</i> rates were astronomically high.		Yes / No	

6.4.5 -ee

Note: When it is stressed, the suffix *-ee* is usually pronounced [i:].

When it is not stressed, the suffix *-ee* is usually pronounced [ɪ].

6.4.5.1.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. She considered the mayor to be nothing more than a cleverly trained *chimpanzee*, though more gauche and obtuse than any chimpanzee could possibly be.
2. [He is] a *devotee* of English Romantic poetry as well as rock 'n' roll.
3. The leg has been amputated, the *amputee* has asked for a ritual burial of his leg.
4. It is difficult to isolate the effects of race and consultant style on *consultee* preferences for a number of reasons.
5. She was dressed like an *escapee* from a Hooters convention.

6.4.5.1.2 Looking for Stress Patterns

The stressed syllables of the words ending with the suffix *-ee* have been highlighted. When you read the sentences, keep these questions in mind:

A1. Does the stress follow a regular rule?

A2. If so, what is the rule?

B1. If there is a regular rule, are there exceptions?

B2. If so, what are those?

1. That generated so much public protest that the com**MIT**tee's report was disapproved.
2. Last summer, the **COF**fee chain announced it was closing 600 stores nationwide
3. Employers can attract a much better level of **em**ploy**EE** if they are concerned about family-friendly policies
4. In 1877 the citizens of **Tennes**SEE had passed a law banning the sale of liquor within four miles of any school.
5. We never sat down for a meal for more than 15 minutes. I **guaran**TEE you.
6. And another nomi**NEE** bites the dust.
7. Unable to obtain visas or achieve **refu**GEE status, their parents had spent all they had and risked their lives to enter the U.S. illegally.
8. The **YAN**kee troops plopped down side the road just like the other Troops did.

9. Thirty seconds to go and Marquis was arguing with a **refeREE**.
10. Speaking by telephone from the east coast, another **trusTEE** summarized the intellectual traits of the college president: " He is so sharp."
11. He'd been an **absenTEE** husband, gone for months at a time, and Mae was too good for such treatment.
12. I could see trash and bodies in the water all the way to where the **LEvee** was broke.
13. That Wednesday night, Laura and a girlfriend headed for **MarQUEE**, a popular club in the Chelsea district of Manhattan.
14. Building a **retiREE** health plan into a pension fund seemed an efficient way to use the "excess" and take pressure off the local budget at the same time.
15. He had Hugh's to-die-for British **PEdigree** that had always made me weak in the pit of my stomach.
16. He said that the photos of that **detaiNEE** abuse would not be released.
17. You see, I was once a political appoin**TEE** myself.
18. I play Ultimate **FRIS**bee twice a week. That helps me to unwind and relieve stress.
19. A thin, hip goa**TEE** circled his mouth.
20. They all wanted to become **traiNEE** managers at large corporations such its Imperial Chemical Industries and Metal Box.

6.4.5.1.3 Spotting the mistake - Reading

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	I once attended a retirement party where I asked the re TIR ee his plans for the future.	Yes / No	
2.	During this time, the Commission may withhold its approval of other matters the licenSEE has pending before the agency.	Yes / No	
3.	At a memorial service crowded with old friends and admiring adversaries, his PRO tegee, Walter Mondale, moved the assembly to tears with a final valediction on this American life: [...]	Yes / No	
4.	The refeREE blows the whistle and all of the contestants lift their hands clear and begin wringing them out, stamping their feet and performing stretches to get the blood going again.	Yes / No	
5.	A federal judge today in Manhattan appointed a TRUS tee to begin the process of looking after the interests of	Yes / No	

	investors.		
6.	She was on a mission moving from refuGEE camp to camp in the bush with a team of nutritionists.	Yes / No	
7.	In addition, he was a Fulbright GRANtee in India.	Yes / No	
8.	But Archer, a Perdue aPPOINtee , does not have the authority to take disciplinary action.	Yes / No	
9.	I kind of describe him as Mr. Clean with a goa TEE , was what he kind of looked like.	Yes / No	
10.	I had not known that chimpanZEE yawns are contagious-both among each other and to humans.	Yes / No	

6.4.5.1.4 Spotting the mistake - Listening

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	You can't take a big name as a <i>guarantee</i> .		Yes / No	
2.	Hunter had never questioned the <i>decree</i> .		Yes / No	
3.	Formally, Virgin America is an independent <i>licensee</i> of the Virgin brand rather than a subsidiary of Virgin Group.		Yes / No	
4.	I like a minimum of two years so that the <i>grantee</i> feels more financially secure.		Yes / No	
5.	You got ta have cinnamon in your <i>coffee</i> . Pour it on.		Yes / No	
6.	Thirty seconds to go and Marquis was arguing with a <i>referee</i> .		Yes / No	
7.	Dan Cobb, a 61-year-old <i>retiree</i> , says he feels "too guilty" to buy a new motorcycle.		Yes / No	
8.	Now, Timothy Geithner, Barack's <i>appointee</i> , is he doing what needs to be done, Joan?		Yes / No	
9.	This time his teeth flashed white against his black <i>goatee</i> .		Yes / No	
10.	A wild <i>chimpanzee</i> does not get out of bed quietly.		Yes / No	

6.4.6 -ate

The suffix *-ate* is pronounced [-eɪt] in verbs, but [-ət] in the rest of the cases.

6.4.6.1.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. A student should go beyond memorizing to *demonstrate* understanding by an accurate explanation.
2. Today, they *estimate* their monthly savings at \$500.
3. This leader, however, is a *desperate* father on the brink of losing his beloved 12-year-old daughter.
4. Employees have *legitimate* concerns over medical privacy.
5. Fundamentally, the availability--and prices --of an *adequate* supply of energy is critical to the national economy.
6. If these projects were completed in years to come, they would *generate* profits and additional employment opportunities.

6.4.6.1.2 Looking for Stress Patterns

The stressed syllables of the words ending with the suffix *-ate* have been highlighted. When you read the sentences, keep these questions in mind:

- A1. Does the stress follow a regular rule?
 - A2. If so, what is the rule?
 - B1. If there is a regular rule, are there exceptions?
 - B2. If so, what are those?
1. Consequently; both **PRIV**ate foundation and government funds increased to expand the number of after-school programs.
 2. Increased academic responsibilities of college life may also cre**ATE** stress
 3. I spoke out on nuclear issues before a **SEN**ate subcommittee hearing.
 4. The de**BATE** forms itself around two types of questions: esthetic or literary and those regarding tragic sensibility.
 5. As a teacher, I find that modeling ap**PRO**prate social behavior is key to helping students understand your expectations.
 6. I realized I had no time to make **SE**parate meals for myself and my family.
 7. In 2004, my husband, Patrick, left a 20-year career in **COR**porate advertising to open his own design studio.
 8. The authors identified 35 high-quality after-school programs from among 200 **CAN**didate programs and used cluster analysis to group students based on their level of participation.
 9. High GDP per capita levels and growth rates would **IN**dicate that a nation is helping its citizens prosper.

10. These forces include energy scarcity, **CL**imate change, resource depletion, and continued population growth.
11. Think of all the things that have been done by **GR**aduate students - from Google to the work Marc Andreessen founder of Netscape did as a **GR**aduate student.
12. My clients don't have the same pressure to make im**MED**iate changes that would require me to take an active, hands-on role in providing services
13. We ap**PRE**ciate all John's done for us over the years.
14. Students may be doing something, and it may be fun and sound good, but if students par**TIC**ipate without constructing or expanding their own musical understanding, the experience remains just something to do, without generating understanding that could be applied to new musical situations.
15. As long as they ensure that their **UL**timate customer--the women buying their shoes--is happy, they expect to continue.
16. Do children with visual impairments gain scientifically **AC**curate knowledge using inquiry-based approaches?
17. Place bittersweet **CHOC**olate in a large bowl. Pour hot cream over **CHOC**olate, and stir until smooth.
18. Since fame and fortune were the rewards of success, it is easy to as**SO**ciate literacy with male elite power in premodern China.
19. Do you think the pen would be easier to **OP**erate than the keyboard and mouse?
20. Gauging her level of exhaustion as **MO**derate, Sloan started toward shore.

6.4.6.1.3 Spotting the mistake - Reading

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	I urged them to in VE stigate and perhaps run a story on the journalistic travesty that was occurring.	Yes / No	
2.	I asked her help in dealing with a DE licate family situation and found a wisdom and practicality that stood me in good stead.	Yes / No	
3.	That person should have experience briefing senior executives and can Evalu ate the presentation in its advance stages.	Yes / No	
4.	This is the plan. Sit down and con CEN trate, because I'm not going to tell you twice.	Yes / No	
5.	They don't like the word "ne GO tiate," but you can go back and you can say, What else can you do for me?	Yes / No	

6.	"So you admit," the Tchi said, "that human authors are inadequate?"	Yes / No	
7.	The CRC was established in 1996 to facilitate clinical trials in cardiovascular disease, cancer, clinical pharmacology, HIV and AIDS and community-based research.	Yes / No	
8.	I think it is important to illustrate that feminism is not just isolated to a women's rights class but permeates all disciplines in a college.	Yes / No	
9.	This plan required gutting the kitchen and blowing out its back wall to incorporate a 400-square-foot addition.	Yes / No	
10.	"We're just undergraduate liberal arts here," Dean Nevins reassured him.	Yes / No	

6.4.6.1.4 Spotting the mistake - Listening

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	In the real world, people <i>communicate</i> in many ways: [...]		Yes / No	
2.	Now, they were getting together again to <i>celebrate</i> the Christmas season.		Yes / No	
3.	We are meant to overhear this <i>intimate</i> conversation.		Yes / No	
4.	He waited for her to <i>elaborate</i> , but she took too long.		Yes / No	
5.	I am not an <i>advocate</i> for hiring bad teachers, but bad can sometimes be good.		Yes / No	
6.	We have to change in order to <i>accommodate</i> the unexpected.		Yes / No	
7.	And it was really <i>unfortunate</i> that Ann couldn't		Yes / No	

	make it.			
8.	I don't think she was vulgar or <i>inappropriate</i> .		Yes / No	
9.	It's been a contentious and <i>passionate</i> debate.		Yes / No	
10.	Ellen is a very <i>fortunate</i> position. She's actually getting a bonus.		Yes / No	

6.4.7 -ing

The suffix *-ing* is usually pronounced [ɪŋ].

6.4.7.1.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. He then did *something* that he continued to do for the rest of his career.
2. I think about *fighting* or being mean.
3. Parenting styles and conceptions of parental authority *during* adolescence.
4. You can just think it in your head, but *nothing* is more powerful than voicing it.
5. Best is to avoid *anything* with shortening or partially hydrogenated oil.

6.4.7.1.2 Looking for Stress Patterns

The stressed syllables of the words ending with the suffix *-ing* have been highlighted. When you read the sentences, keep these questions in mind:

- A1. Does the stress follow a regular rule?
 - A2. If so, what is the rule?
 - B1. If there is a regular rule, are there exceptions?
 - B2. If so, what are those?
1. Late adolescent identify development: Narrative **MEANing MAKing** and memory **TELLing**.
 2. I'm **LOOKing** forward to the **TRAINing** sessions.
 3. Not **HAVing** the "right" clothes also made her refrain from **MEETing** the local girls.
 4. The pair disagrees about nearly everything **inCLUDing** fashion, men, and Lindsay' s passion to join a rock band.
 5. What does that have to do with emotional **EATing**? **EVERYthing**.
 6. Students of every age can tell when a teacher likes **WORKing** with them.
 7. I'll know you're **TALKing** to me.
 8. Specifically, the **FOLlowing** hypotheses were tested: (1) [...]
 9. At the **beGINning** of this article, I called **BEGging** a form of street theater.
 10. The present study used this rationale to gain a better **underSTANDing** of the female adolescents' social experience.
 11. It's going to be **INteresting** to see how this ride plays out.

12. The survey will also assess de**VE**Loping structural problems, subsidence, and water leakage.
13. I call this project in social **engiNEER**ing Malaysian modernity.
14. I worked in newspapers as an **AD**vertising director.
15. There's about half of it **MISS**ing and we know nothing about how it was formed, its arrangement.
16. Daktronics began by designing and **manuFACT**uring electronic voting systems for state legislatures.

6.4.7.1.3 Spotting the mistake - Reading

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	The center is worth visit ING to see an exhibition that sheds light on the history and function of Congress.	Yes / No	
2.	He has been involved in research covering a broad range of topics con CERN ing drug abuse since the early 1970s.	Yes / No	
3.	The idea would be to share information and strategize responses to E merging threats.	Yes / No	
4.	There is no doubt that perfor MING , listening, and creating music can dramatically enhance adolescent musicianship.	Yes / No	
5.	There is no doubt that performing, liste NING , and creating music can dramatically enhance adolescent musicianship.	Yes / No	
6.	There is no doubt that performing, listening, and cre A ting music can dramatically enhance adolescent musicianship.	Yes / No	
7.	There are some encouraging signs: HEAR ings have begun in Congress.	Yes / No	
8.	An explosion in demand for the drones is con TRI buting to new thinking inside the Pentagon about how to develop and deploy new weapons systems.	Yes / No	
9.	An explosion in demand for the drones is contributing to new THINK ing inside the Pentagon about how to develop and deploy new weapons systems.	Yes / No	
10.	Airways are committed to DE termining the cause of this event, and to assisting in every way possible and preventing a similar occurrence.	Yes / No	

6.4.7.1.4 Spotting the mistake - Listening

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	Also, his motivations for <i>producing</i> religious artwork have changed.		Yes / No	
2.	There is by now a large body of research <i>suggesting</i> that humans are natural-born creationists.		Yes / No	
3.	There are some <i>encouraging</i> signs: Hearings have begun in Congress.		Yes / No	
4.	The photograph is followed by a story <i>describing</i> his influence in the industry.		Yes / No	
5.	I myself had been unconsciously <i>participating</i> in one of our culture's great weird beliefs.		Yes / No	
6.	The second step includes <i>identifying</i> and developing a list of HIV testing centers.		Yes / No	
7.	The second step includes identifying and <i>developing</i> a list of HIV testing centers.		Yes / No	
8.	The second step includes identifying and developing a list of HIV <i>testing</i> centers.		Yes / No	
9.	Airways are committed to <i>determining</i> the cause of this event, and to assisting in every way possible and preventing a similar occurrence.		Yes / No	
10.	Airways are committed to determining the cause of this event, and to <i>assisting</i> in every way possible and preventing a similar occurrence.		Yes / No	

6.4.8 -ize / -ise

The suffix *-ize* or *-ise* is usually pronounced [aɪz].

-ize is generally considered as the Standard American English form, while *-ise* is generally considered as the standard British English form.

6.4.8.1.1 Indicating the Stress Pattern

Listen to the following sentences and indicate the stress patterns of the italicized words. Use the numeric system (e.g. /10/, /2010/, etc.)

1. It's important to *realize* that an affirmation is not a magic formula
2. And make sure she knows how to *recognize* inappropriate behavior from others.
3. Bodi organizations' missions *emphasize* social justice in the new media age.
4. The words I spoke, the ways I could name and *organize* my thoughts, suddenly set me apart from the trees and the river.
5. President-elect Obama today tried to *minimize* the damage to the man he is counting on to help fix the battered economy

6.4.8.1.2 Looking for Stress Patterns

The stressed syllables of the words ending with the suffix *-ize* have been highlighted. When you read the sentences, keep these questions in mind:

A1. Does the stress follow a regular rule?

A2. If so, what is the rule?

B1. If there is a regular rule, are there exceptions?

B2. If so, what are those?

1. I think it was Cindy. If not, I a**PO**logize.
2. I was reading the critics, I guess they always have to **CRIT**icize.
3. I would **CHA**racterize that as an attack.
4. With in vitro, we could **MAX**imize your chances and have fifteen or so fertilized eggs to test for problems.
5. And remarkably, the effects of general relativity actually act to significantly **STA**bilize the solar system.
6. But Texas is poised to **UTI**lize federal cash for alternate energy.
7. Different countries can **MO**bilize diverse coalitions for specific purposes.
8. If Carrie wants to **SPE**cialize in, say, endoscopic removal of brain tumors, she may opt to take a few more years within the specialty.
9. We knew if we didn't **CA**pitalize on that break that we may not hear from Kimberly again for a long time.
10. I don't want to **JEOP**ardize my public's opinion of me! [sic]
11. Are there any circumstances under which you would **AU**thorize the use of torture?
12. In light painting, it is imperative to **VI**sualize the painting process before taking the shot.
13. But the economy changed, and the money didn't ma**TE**rialize.
14. Sometimes people when they sort of **GEN**eralize from the experiment to other situations, forget that.
15. We need to re**VI**italize rural economies.
16. It's impossible to **CA**tegorize or comprehend his confounding output of new songs.
17. That omission allows riders to fully **CUS**tomize, rather than pay for accessories they may not want or need.
18. Syria decided for its own reasons to **PUB**licize the attack.

19. The market tends to coarsen and de**ST**abilize society.
 20. In the last few days, China said it would re**OR**ganize its six telecommunications companies into three.

6.4.8.1.3 Spotting the mistake - Reading

Read the following sentences and indicate whether the words have been correctly stressed. If not, indicate where the stress should be.

	Example	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	You know, one of the things that I've done is PRI oritize, and I have had to do that since I first came into the music.	Yes / No	
2.	The purpose of this article is to CON ceptualize education as a fundamental, yet complex, social work intervention when working with individuals who are confronting end-of-life issues.	Yes / No	
3.	Frequently, Maria would fan T alize about methods by which she could spend more time with Johnny.	Yes / No	
4.	And so, too, Darwin was able to the OR ize on things he hadn't yet seen, say coral reefs.	Yes / No	
5.	So, here's the question: Is it a good idea to PE nalize parents if their children misbehave at school?	Yes / No	
6.	Africa, for its part, must RA tionalize and harmonize its confusing and inefficient network of overlapping regional trade agreements.	Yes / No	
7.	Africa, for its part, must rationalize and HA rmonize its confusing and inefficient network of overlapping regional trade agreements.	Yes / No	
8.	And I take your picture and get all this information and I per so NA lize this document for you.	Yes / No	
9.	We hy POthesize a direct negative relationship between parental emotional support and adolescent aggression.	Yes / No	
10.	Not only will this en er G IZE students, but it may also provide the same result for the director.	Yes / No	

6.4.8.1.4 Spotting the mistake - Listening

Listen to the following sentences and indicate how the italicized word has been stressed (use the numerical system). Has the word been correctly stressed? If not, indicate where the stress should be.

	Example	Indicate the stress pattern	Is the word stressed correctly?	If not, indicate the appropriate stressed syllable
1.	It's going to <i>revolutionize</i> the world, I think.		Yes / No	
2.	They have seemed to <i>internalize</i> this idea.		Yes / No	
3.	Now can we <i>legalize</i> pot?		Yes / No	
4.	The compost, which is made from discarded food, will be used to <i>fertilize</i> the soil on campus.		Yes / No	
5.	They've got to <i>normalize</i> relations with us.		Yes / No	
6.	I should try to <i>normalize</i> things, perhaps even apologize.		Yes / No	
7.	I should try to normalize things, perhaps even <i>apologize</i> .		Yes / No	
8.	Now the best you can do is <i>terrorize</i> rookie Marks?		Yes / No	
9.	Under Communism, the Polish government tried to <i>standardize</i> meat production.		Yes / No	
10.	They are basically trying to <i>equalize</i> things because the upper-middle-class students have all the advantages and the poor kids don't have good counselors		Yes / No	

6.4.9 Classifying Suffixes

As previously mentioned, there are two different types of suffixes:

- neutral suffixes: they do not influence the placement of the stress.
- non-neutral suffixes: these affixes shift the placement of the stress to a specific syllable in the word. We can divide this category in two sub-categories:
 - Non-stressed suffixes: these suffixes have an effect on the stress placement and move the stress to another syllable of the word than the suffix.
 - Stressed suffixes: these suffixes draw the stress on themselves.

Now that you have analyzed the effect of some suffixes regarding the stress placement, fill in the following table:

Neutral suffixes	
------------------	--

Non-neutral suffixes	Stressed suffixes
	Non-stressed suffixes

Non-neutral suffixes can be themselves divided into several groups according to the effect that they have on the main stress. Generally speaking, the two main groups of non-neutral suffixes send the primary stress on the penultimate or antepenultimate syllable, while other non-neutral suffixes take into consideration the number of syllable in the word. Fill in the following table:

Non-neutral suffixes that send the stress on the antepenultimate syllable. Stress pattern: / -100/	Non-neutral suffixes that send the stress on the penultimate syllable. Stress pattern: / -10/	Non-neutral suffixes that influence the main stress in various ways depending on the number of syllable in the word

6.4.10 Other affixes

There are more affixes in English than what we have presented here, and it is useful for you to know how you could find a potential stress pattern for a certain affix. You can learn how to find examples of words which have a specific affix, look up the stressed syllable in those words, and figure out the rule by yourself. Here is a method that you can use if you have access to the internet.

6.4.10.1 Finding examples

If you want to find examples of specific words used in authentic contexts, you can search databases of texts. These are called corpora (we say a ‘corpus’ – singular – and ‘corpora’ – plural).

One example of an online corpus is Corpus of Contemporary American English¹⁸(COCA). You can type any word in the search box and the corpus will list examples of this word in use. A useful trick here is to have this corpus list all the words that end with a specific suffix or begins with a specific prefix. To do that, you can use the asterisk symbol followed by a suffix. For example, a query such as **tion* will list all the words from this corpus that end with the suffix – *tion*.

- Note that words are listed according to their frequency of use. This means that words that come at the top are the most frequent. This is useful when there are exceptions to remember: pay more attention to those that are the most frequent.
- Also note that you may not find words with only the prefix that you are looking for. For example, if you look for all words ending with *-ee* (i.e. query **ee*), you can find words such as *see*, *three*, or *free*, where the *-ee* sequence should not be treated as a suffix.

If you want to find examples of words with a specific prefix, you may also look for them directly in a paper dictionary.

Now that you can easily find words with the affix that you want to investigate, you can look up their stress patterns in a dictionary and try to figure out a stress rule if there is one.

6.4.10.2 Try it by yourself

Using the method describe above, try to figure out the stress rules for the following affixes: *-ese*, *-ent*, *-ant*, *-que*, *-ify*, *-eous*, *-ious*, *-ular*, *-ance*, *ence*, *-ade*, *-aire*. For each of those, write down the words that you found and indicate their stress patterns. Then, look for a potential pattern regarding the primary stress.

6.4.10.2.1 Most frequent words ending with the suffix –ese.

¹⁸ Davies, Mark. (2008-) The Corpus of Contemporary American English (COCA): 400+ million words, 1990-present. Available online at <http://www.americancorpus.org>.

- | | | |
|----|-----|-----|
| 1. | 8. | 15. |
| 2. | 9. | 16. |
| 3. | 10. | 17. |
| 4. | 11. | 18. |
| 5. | 12. | 19. |
| 6. | 13. | 20. |
| 7. | 14. | |

Is this suffix neutral, or non-neutral?

If it is non-neutral, is it a stressed suffix or non-stress suffix?

If it is a non-neutral and non-stressed suffix, what is the stress pattern?

Add this suffix to the tables given in the section “Classifying Suffixes”

 Do the same for all suffixes mentioned in the instructions above.

6.5 Loan Words

When the English language “borrows” a word from another language, there is first an attempt to imitate the stress pattern of the original language for that word. For example, the word questionNAIRE comes from French and it is stressed on the last syllable, as it is in French. But things can change over time: the longer a word has been part of the English lexicon, the more likely it is to follow regular English stress rules.

 Did you know? The word *garage*, which is stressed on its last syllable in French, is stressed on the last syllable in American English: ga**RAGE** [gə'raʒ], while British English has regularized its stress pattern to **G**Arage ['gɑrɪʒ].

For example, many words that come from Italian have /-10/ as their stress pattern:

ar**M**A**d**a, **d**espe**R**A**d**o, bi**K**I**n**i, mar**T**I**n**i, pe**S**E**t**a, to**M**A**t**o,

What is the stress pattern of the following words?

mosquito, banana, torpedo, tornado, volcano,

Are there any other recent loan words that you could add to this list? Indicate their stress pattern.