**SL14. Syllable Stress**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level: \_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IMPORTANT NOTE: Sections 1-5 in the SDLA must be completed before meeting with a tutor and receiving a stamp. Write/type and record all your answers on this handout.**

**After completing this SDLA, you will be able to:**

* Determine how many syllables are in any given word
* Use the dictionary to identify syllable stress in a word
* Identify syllable stress in words that are spoken

**Sections 1-5 (approximately 45 minutes):** Read the information. Follow each step below to complete this SDLA. Be prepared to explain your answers when you meet with a tutor.

**Section 1: Syllables**

In order to understand syllable stress, you must know what a syllable is first. A syllable is a sound unit in a word or one beat. A word can be separated into syllables based on its vowel sounds. For example, you can clap your hands one time when saying "June" and four times when saying "January." June has one syllable. January has four syllables. **Be careful!** June is spelled with 2 vowels (June), but there is only 1 vowel sound because the “e” is silent. Here are more examples of words separated into syllables:

* One = 1 syllable
* Fro-zen = 2 syllables
* Beau-ti-ful = 3 syllables
* Feb-ru-ar-y = 4 syllables

How many syllables are in the following words? Circle the correct number of syllables below each of the words. The first one has been done for you.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **One** | **Waiting** | **Accident** | **Similar** | **Friendship** | **Activity** | **Thought** | **Conclusion** | **Worry** |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

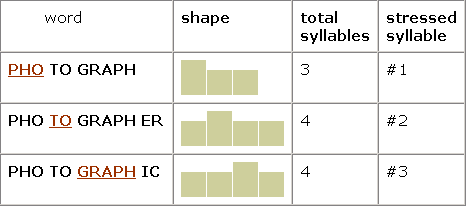
\*Check your answers at the bottom of this page.

Kozyrev, J. R. (2005) *Sound bites: Pronunciation activities.* Boston, MA: Heinle, Cengage learning.

**Answers:** Waiting = 2, Accident = 3, Similar = 3, Friendship = 2, Activity = 4, Thought = 1, Conclusion = 3, Worry =2

**Section 2: Syllable Stress**

In English, one syllable in each word is stressed more than other syllables. A **stressed syllable** has a **longer**, **louder**, and **higher** sound than the other syllables in the word. Look at the table below. Each of the words is broken down into a shape based on the number of syllables in the word.



<https://aumesl.wordpress.com/2013/02/07/importance-of-word-stress/>

Notice that one part of the shape is higher than others. For example, the word *photograph* has three syllables. The stress is on the first syllable which is why the first part of the shape is higher than the others. On the other hand, the word *photographer* is four syllables, and the syllable stress is on the second syllable.

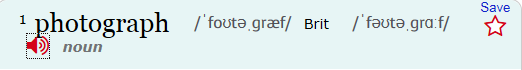
**Why is syllable stress important? Syllable stress helps you to:**

* correctly pronounce new words.
* say a word correctly without changing the meaning.
* communicate better with others.

**Section 3: The Dictionary and Syllable Stress**

One of the most common pronunciation mistakes that learners make is incorrect syllable stress (Kozyrev, 2005). Sometimes you might not know where the syllable stress is in a word. So, using the dictionary can help you to learn how to pronounce the word with the correct syllable stress.

For example, if you want to check the syllable stress for the word *photograph*, you can look it up in the dictionary. In the Learner’s Dictionary, for instance, syllable stress is shown with an accent mark before the stressed syllable.



**accent mark**

**Try it out!** First, divide the words below into syllables. Then look up the words using learnersdictionary.com and mark the stressed syllable. The first one has been done as an example.

*‘da - ta*

|  |  |
| --- | --- |
| 1. data \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 5. insignificant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. economy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 6. percent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. illegal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 7. respond \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. individual \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 8. specifically \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Section 4: Listening for Syllable Stress**

**Part 1:** Listen to the conversation below about registering for classes. Pay attention to the underlined words. To listen to the conversation, log in to the ESL tutoring website at [www.mtsac.edu/llc](http://www.mtsac.edu/llc). Go to the *Resources and Links* for SL14 and select **@Audio File 1**. Please ask an ESL tutor or a person at the LLC desk if you need help listening to this audio file.

**Student 1:** Have you registered for classes for spring semester yet?

**Student 2:** No. I might do it tomorrow. What about you?

**Student 1:** You always wait until the last minute. I registered last Tuesday.

**Student 2:** It’s difficult for me to make decisions. I can’t decide if I want to take Speaking or Writing.

And I’m not sure if I want to take morning or night classes.

**Student 1:** Decide soon, or there won’t be any classes left!

**Part 2:** Listen to the words from the conversation below. Pay special attention to the syllables. After you listen, divide each word into syllables. Then, mark the stressed syllable in each word. The first one is done for you.

To listen to the words, log in to the ESL tutoring website at [www.mtsac.edu/llc](http://www.mtsac.edu/llc). Go to the *Resources and Links* for SL14 and select **@Audio File 2**. Please ask an ESL tutor or a person at the LLC desk if you need help listening to this audio file.

|  |  |
| --- | --- |
| 1. registered | *‘re – gis - tered* |
| 1. classes | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. tomorrow | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. always | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. minute | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. difficult | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. decisions | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. morning | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. decide | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**\***Check your answers at the bottom of the page.

**Part 3:** Listen again, and repeat each word after the speaker. Be sure to stress the correct syllable.

Kozyrev, J. R. (2005) Sound bites: Pronunciation activities. Boston, MA: Heinle, Cengage learning.

**Section 5: Student Self-Assessment**

C:\Documents and Settings\wcuser1553\Local Settings\Temporary Internet Files\Content.IE5\Z02HHZPN\MC900072629[1].gif*Complete this self-assessment before meeting with a tutor.* **Now that you’ve completed sections 1-4, check the things you can do:**

* I can determine how many syllables are in any given word.
* I can use the dictionary to identify syllable stress in a word.
* I can identify syllable stress in words that are spoken.

**DON’T FORGET! Write your name on the clipboard to work with a tutor. The tutor will call your name when he/she is ready.**

**Section 6: Practice with a Tutor!**

After completing the self-assessment, meet with a tutor and give this completed SDLA to the tutor. To make sure you understand syllables and syllable stress, you will read the passage below to the tutor. Be sure to clearly pronounce the syllables in each underlined word, and also make sure you say the underlined words with the correct syllable stress. The tutor will give you feedback in the chart on the following page.

**Pronunciation Passage**

*You may take a few minutes to read over the passage and practice saying the syllable stress of the underlined words.*

Hello everyone! Welcome to Speaking class. My name is Steve Lam, and I’ll be your instructor for this semester. We’re going to get a lot of opportunities to practice speaking fluently and accurately. I hope everyone is ready to talk! I expect everyone to share their thoughts and opinions. Don’t be shy! Now, turn to a classmate and introduce yourself. After, be prepared to share some information about your classmate.

2. ‘class-es; 3. to-‘morr-ow; 4. ‘al-ways; 5. ‘min-ute; 6. ‘diff-i-cult; 7. de-‘ci-sion; 8. ‘morn-ing

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Area of Focus** | **1 Point** | | **3 Points** | | **5 Points** |
| **Syllable Stress** | Student does not use correct syllable stress in speech. | | Student uses correct syllable stress with frequent mistakes. | | Student uses correct syllable stress with few mistakes. |
| **Skill: Pronunciation** | Student’s speech is unclear and requires frequent listener effort. | | Student’s speech is generally clear but requires occasional listener effort. | | Student’s speech is clear and smooth and requires minimal listener effort. |
| **Oral Fluency** | Speaks in incomplete sentences that do not flow. Needs constant help or has many hesitations. | | Speaks in complete sentences some of the time with frequent pauses. Needs some help or has few hesitations. | | Speaks in complete sentences with occasional pauses most of the time. Needs little to no help and has no hesitations. |
|  |  |  | | **Total points: /15** | |

**\*Students must receive at least 10 points to move on.**

**Tutor Recommendations:**

|  |  |
| --- | --- |
| * **Congratulations! Move on**   *Student has successfully completed this SDLA and is ready to continue to the next.* | * **Repeat**   *Student hasn’t yet mastered this SDLA. It is recommended that the student complete it again.* |

**Tutor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**