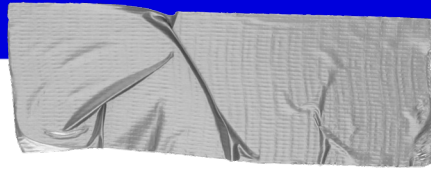


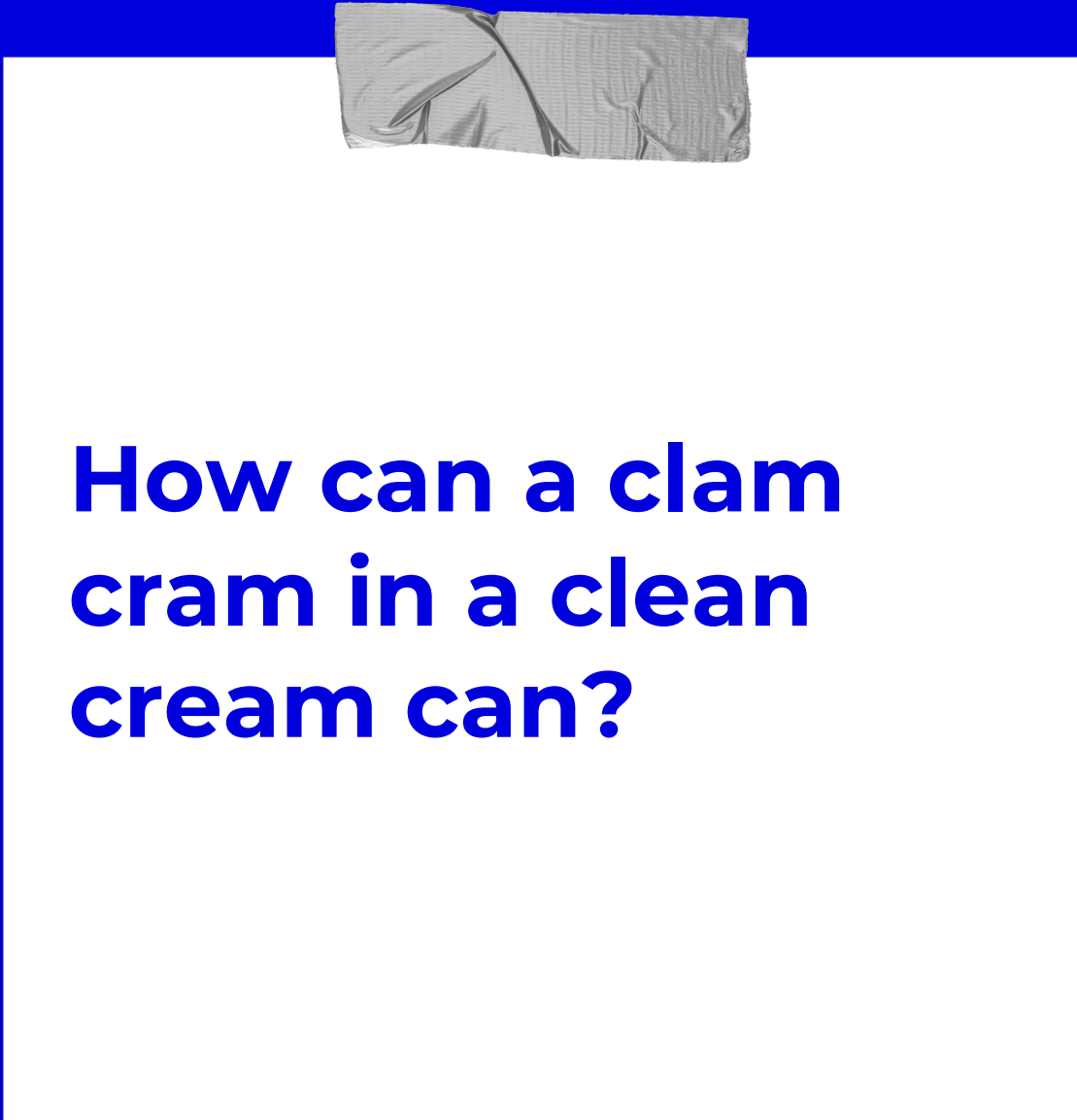
M U N I  
C J V

# **Intonation, stress and rhythm**

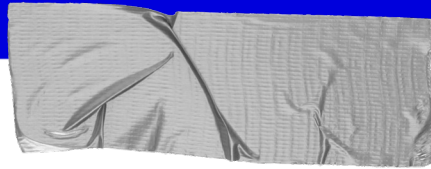
English Skills for Academic Staff



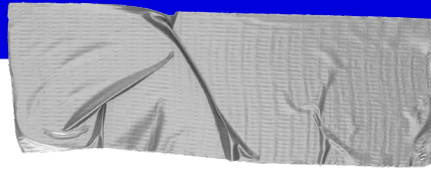
**She sells seashells  
on the seashore.**



**How can a clam  
cram in a clean  
cream can?**



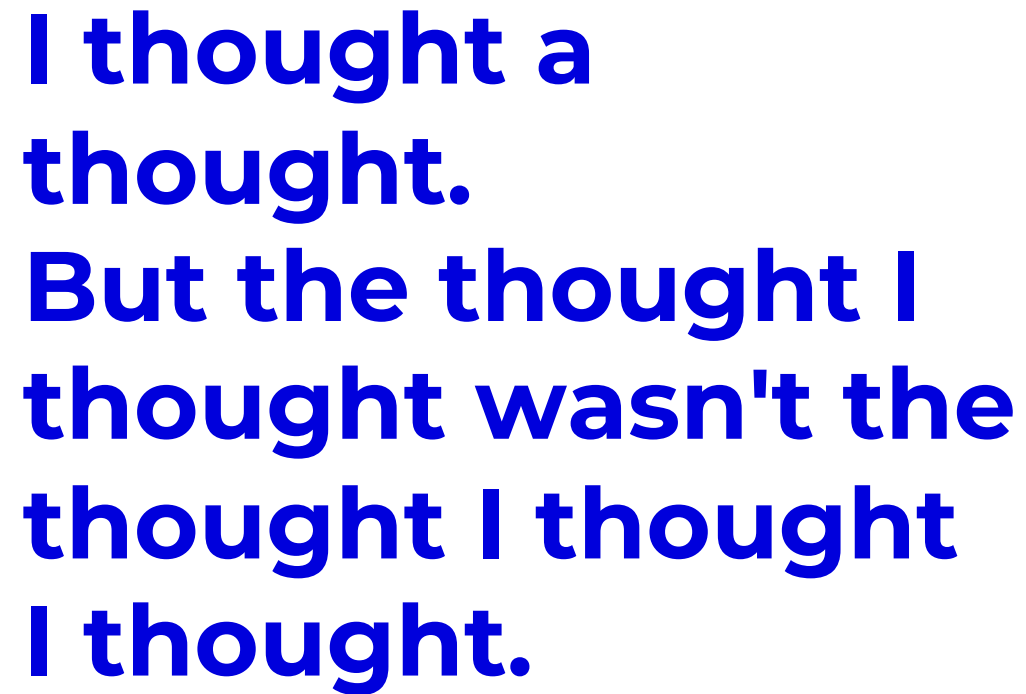
**If a clam can cram  
into a clean cream  
can, then a clean  
cream can can  
cram in a clam.**



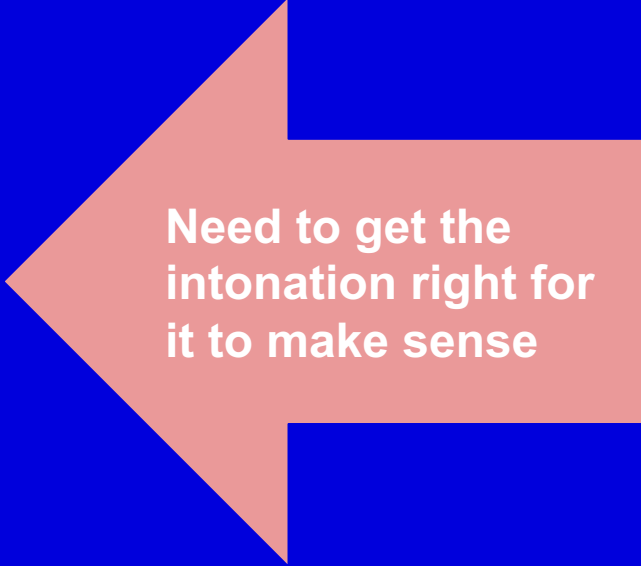
**Betty Botter bought  
some butter, but she  
said the butter's bitter.  
If I put it in my batter,  
it will make my batter  
bitter. But a bit of  
better butter will  
make my batter  
better.**



'th' practice



**I thought a  
thought.  
But the thought I  
thought wasn't the  
thought I thought  
I thought.**



Need to get the  
intonation right for  
it to make sense

**Impossible zone**  
Challenge: too high

**Zone of Proximal Development**

Deliberate practice with a teacher  
Challenge: suitably high

**Flow, "the zone"**  
Purposeful practice  
Challenge: suitable

**Comfort zone**

Routine work  
Challenge: too low

In other words, we are going to get silly with our stress, tone and rhythm :)

# What we are doing today

- **Intelligibility**
- **Stress**
- **Intonation**
- **Aspects of fluency**
  - elision
  - rhythm



# Intelligibility- General Pronunciation

- Native speaker Accent is not necessary or even desirable for second language learners.
- Instead,

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# Intelligibility- General Pronunciation

- Native speaker Accent is not necessary or even desirable for second language learners.
- Instead, it is generally accepted that **intelligibility** is the most sensible goal.
- What is meant by '**intelligibility**'?

# Intelligibility- General Pronunciation

- **Intelligibility:** may be broadly defined as the extent to which a speaker's message is actually understood by a listener, but there is no universally accepted way of assessing it.

# Intelligibility- General Pronunciation

- **Intelligibility:** may be broadly defined as the extent to which a speaker's message is actually understood by a listener, but there is no universally accepted way of assessing it.
- **Sources of intelligibility problems:** Sound substitutions ( /th/ sound in English), sound deletions, sound insertions, links between words (go in-> go win),

# Word Stress - General Pronunciation

- In English, there is a special relationship between the different parts of a word.
- A word with two or more syllables will have a prominent stress (loudness, length of vowel)
- Native speakers rely on the stress pattern of words when they are listening.

# Word Stress - General Pronunciation

- photo - photographer - photography - photographic

# Word Stress - General Pronunciation

- **photo** - **photograph**er - **photograph**y - **photograph**ic



# Word Stress - General Pronunciation

- **photo** - phot**o**grapher - phot**o**graphy - phot**o**graphic
- (to) record Vs (a) record

# Word Stress - General Pronunciation

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How do you pronounce these?

hotel

event

command

circumstance

engineer

today

prepare

Europe

/ə/ = /eh/ for not stressed vowels

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/ə/ = /eh/ for not stressed vowels

# Word Stress - General Pronunciation

- There are many exceptions to stress patterns in English but luckily we have some rules to help 😊
- **Rule 1:** Two syllable nouns, adjectives and adverbs: In the majority of cases, the first syllable is stressed

# Word Stress - General Pronunciation

Nouns	Adjectives	Adverbs
<b>order</b> <b>bargain</b> <b>silver</b> <b>people</b> <b>water</b>	<b>careful</b> <b>easy</b> <b>perfect</b> <b>pretty</b> <b>thoughtful</b>	<b>often</b> <b>quickly</b> <b>slowly</b> <b>seldom</b> <b>never</b>
Exception: <b>hotel</b>	Exception: <b>direct</b>	Exception: <b>along</b>

# Word Stress - General Pronunciation

**Rule 2: Two-syllable verbs and prepositions:** In the majority of cases, the second syllable is stressed. For example:

Verbs	Prepositions
deny	below
increase	above
approve	beyond
compare	across
assist	about
exception: <b>answer</b>	exception: <b>during</b>



# Word Stress - General Pronunciation

There are some two-syllable word pairs which have the same spelling but different pronunciation, that is, different stressed syllables. The rules above still apply:

Nouns	Verbs
<b>address</b>	address
<b>present</b>	present
<b>suspect</b>	suspect
<b>record</b>	record
<b>project</b>	project

# Word Stress - General Pronunciation

**Rule 3: Nouns ending in -sion/-tion, -graphy, -ency/-ancy, -ity, -logy:** For multi-syllable nouns, you need to stress the syllable before the endings -sion/-tion, -graphy, -ency/-ancy, -ity, -logy. For example:

-sion/-tion	-graphy	-ency/-ancy	-ity	-logy
sol <u>u</u> tion discuss <u>u</u> sion def <u>u</u> inition dec <u>u</u> sion	ge <u>o</u> graphy bi <u>o</u> graphy phot <u>o</u> graphy	fr <u>e</u> quency vac <u>a</u> ncy eff <u>i</u> ciency	id <u>e</u> ntity auth <u>o</u> rity comm <u>u</u> nity	ap <u>o</u> logy techn <u>o</u> logy bi <u>o</u> logy

# Word Stress - General Pronunciation

**Rule 4: Adjectives ending in -ic, -ical, -tial/-cial, -tional:** For multi-syllable adjectives, you need to stress the syllable before the endings -ic, -ical, -tial/-cial, -tional. For example:

-ic	-ical	-tial/-cial	-tional
specific economic electric	electrical political periodical	essential financial potential	additional international optional

# Word Stress - General Pronunciation

**Rule 5: Verbs ending in -ify:** For multi-syllable verbs, you need to stress the syllable before the ending -ify. For example:

-ify
modify
clarify
identify

# Word Stress – Practice Time

Let me tell you a **little** bit **about** my **family**. My parents are from a small village in the North of the country but migrated to Shanghai about thirty years ago, when my father was offered a great job opportunity in an accounting firm. My mother was not very convinced with the decision of moving to a bigger city, but she adapted quite quickly. Both of my parents have always been very hard-working so we really never experienced any financial burdens. My mother works as an information technology specialist at a government department.

# Word Stress – Practice Time

Let me tell you a **little** bit **about** my **family**. My **parents** are from a small **village** in the North of the **country** but **migrated** to **Shanghai** **about** **thirty** years **ago**, when my **father** was **offered** a great job opportunity in an **accounting** firm. My **mother** was not very **convinced** with the **decision** of **moving** to a **bigger** city, but she **adapted** quite **quickly**. Both of my **parents** have **always** been very **hard-working** so we **really** **never** experienced any **financial** **burdens**. My **mother** works as an **information** **technology** **specialist** at a **government** **department**.

# Intonation - saying 'hello' many ways

Hello"

pixta.jp - 76243641



hello?

hello



hello?



# Intonation





# Intonation

**Intonation** is the way the voice rises or falls when communicating (music)

- Falling intonation
- Rising intonation
- Falling-rising intonation
- Rising-falling intonation

# Intonation

## You like this colour (. / ?)

- bored
- excited
- questioning (disbelief, curiosity, horrified)
- knowing (you know the person well)
- the other person tried to deny - you know better

# Sentence Stress

Shows meaning and/or highlights important information

- I never said she stole my money. (default - what's important?)
- **I** never said she stole my money.
- I **never** said she stole my money.
- I never **said** she stole my money.
- I never said **she** stole my money.
- I never said she **stole** my money.
- I never said she stole **my** money.
- I never said she stole my **money**.

# Rhythm

## The beat of English

- da-DUM-da-DUM-da-da-DUM
- I **like** to **walk** in the **rain**.
- da-DUM-da-(da-DUM)-da-da-DUM-da
- He **plays** the **guitar** in a **rock** band.
- da-DUM-da-da-da-DUM-da-DUM
- She **walked** along the **sandy beach**.

MUNI  
CJV

## **Group Activity: Rhythm Exercise**

# Rhythm & Elision

Now say it faster and  
faster and faster!

To get the rhythm right, you often need elision (skipping sounds, joining words together).

To say things faster, you definitely need elision.

I want to,  
You want to,  
He wants to,  
She wants to,  
We all want to go to the store.

# Rhythm & Elision

want to = /wɒnə/ (wanna)

wants to = /wɒnts.ta/ (wansta)

Now use natural rhythm to say this  
like a rap.

I wanna,

**You** wanna,

**He** wansta,

**She** wansta, We

**all** wanna

**go** /təθə/

**beach.**

# Common L2 pronunciation problems

## The Phonemic Chart

V O W E L S	i:	I	ʊ	u:	ɪə	eɪ		D I P H T H O N G S
	green	pink	wood	blue	clear	grey		
	ɛ	ə	ɜ:	ɔ:	ʊə	ɔɪ	oʊ	
	red	silver	purple	fawn	pure white	turquoise	yellow	
	æ	ʌ	ɑ:	ɒ	ɛə	aɪ	aʊ	
	black	rust	khaki	orange	fair	sky blue	brown	
C O N S O N A N T S	p	b	t	d	tʃ	dʒ	k	g
	Poland	Burma	Thailand	Denmark	China	Germany	Korea	Greenland
	f	v	θ	ð	s	z	ʃ	ʒ
	France	Vietnam	South Africa	The Philippines	Singapore	Zambia	Russia	Malaysia
	m	n	ŋ	h	l	r	w	j
	Mexico	Norway	Hong Kong	Hungary	Laos	Romania	Wales	Yugoslavia

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# Common L2 pronunciation problems

Practice:Focusing on minimal pairs based on your native language

Words	Sounds	Useful for...(e.g.)	Because...
cat /kæt/ cut /kʌt/	/æ/ /ʌ/	Spanish	/æ/ /ʌ/ and /ɑː/ correspond roughly to one sound /a/ in Spanish
		Italian	/ʌ/ is often produced as /æ/

# Common L2 pronunciation problems

Tips: The problem is not always the different sounds between two languages. Sometimes, pronunciation rules of these sounds in native language may have an effect.

For example; bat bed,

write ride

village, bridge

*Playing with  
intonation and  
sentence stress*

WHAT  
DO YOU  
MEAN  
?

# Group Discussion



# Pronunciation in Academic Settings

1. What does pronunciation (intonation, stress, etc) mean to you in the context of academic speech?
2. What challenges have you encountered in using appropriate intonation in academic settings?
3. How do you think intonation impacts the clarity and effectiveness of speech in academic settings?
4. Can you recall a specific instance where pronunciation influenced your understanding or engagement?
5. What role do you think cultural backgrounds or native languages play in shaping our intonation patterns in English?

# Role Play Situations



# Reflection



THANK YOU