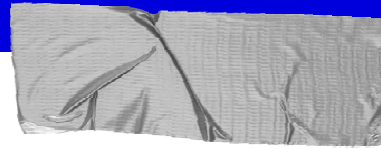


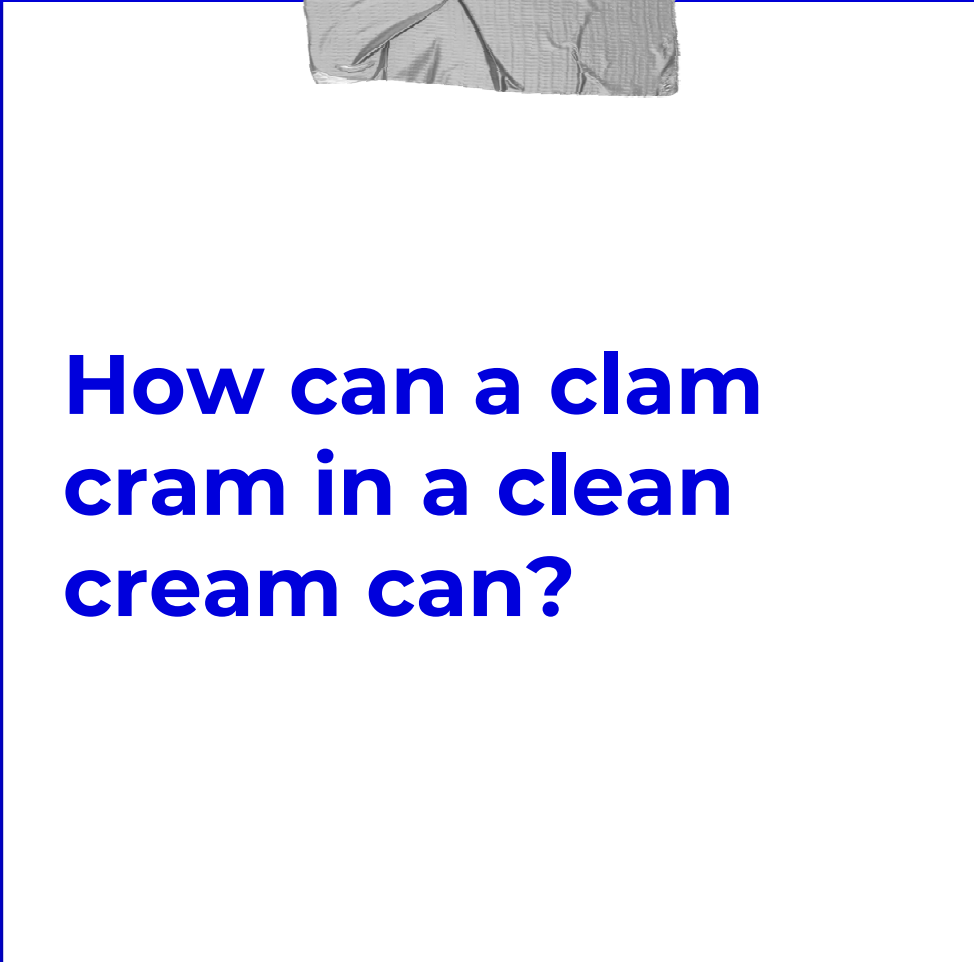
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Intonation, stress and rhythm

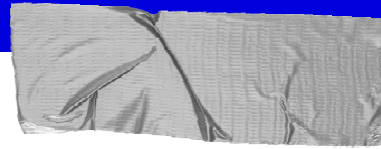
English Skills for Academic Staff



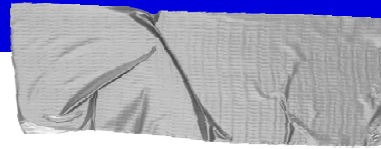
**She sells seashells
on the seashore.**



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



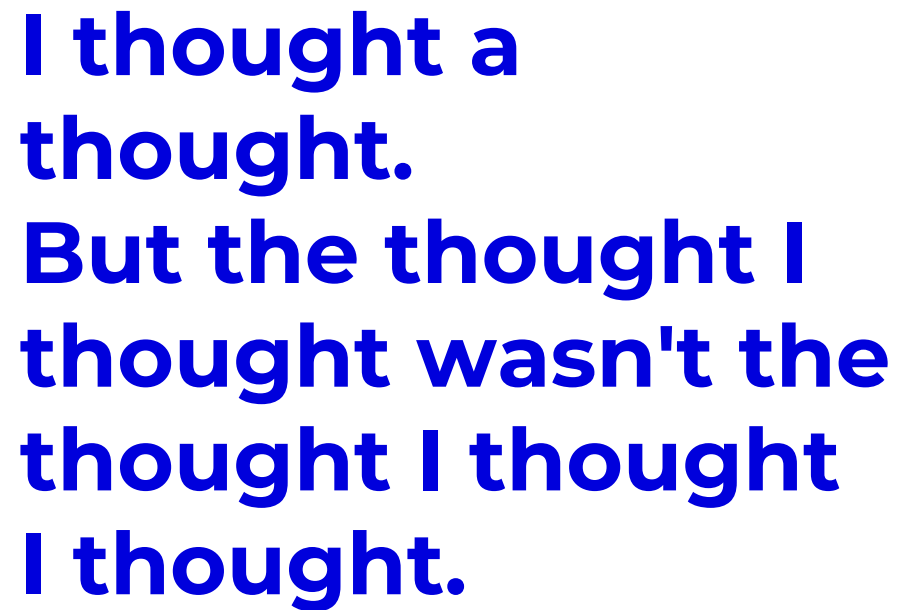
**If a clam can cram
into a clean cream
can, then a clean
cream can can
cram in a clam.**



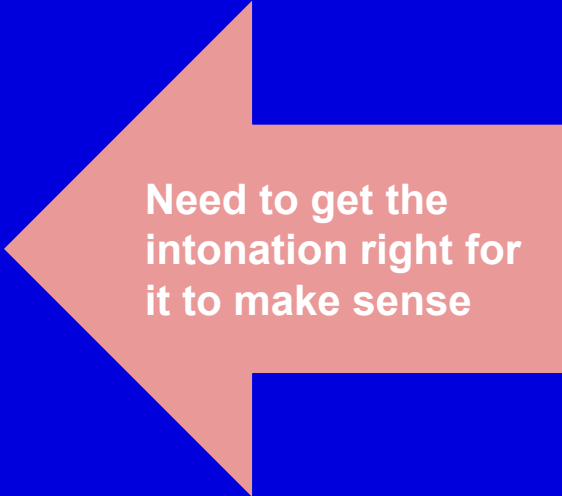
**Betty Botter bought
some butter, but she
said the butter's bitter.
If I put it in my batter,
it will make my batter
bitter. But a bit of
better butter will
make my batter
better.**



'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

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

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

Impossible zone
Challenge: too high

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,

Intelligibility- General Pronunciation

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- Instead, it is generally accepted that **intelligibility** is the most sensible goal.

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

- **photo** - **photographer** - **photography** - **photographic**
- (to) **record** Vs (a) **record**
- (to) **present** Vs (a) **present**

Word Stress - General Pronunciation

- **photo** - **photographer** - **photography** - **photographic**
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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

Word Stress - General Pronunciation

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How do you pronounce these?

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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
order bargain	careful easy	often quickly
silver people water	perfect pretty thoughtful	slowly seldom never
Exception: hotel	Exception: direct	Exception: along

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: answer	exception: during

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
address	address
present	present
suspect	suspect
record	record
project	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
solution discuss ion def in ition	ge o graphy bi o graphy ph o tography	f requency v acancy e fficiency	i dent i ty a uthor i ty comm u nity	a pology tech n ology bi o 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	electrical political	essential financial	additional international
electric	periodical	potential	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?



MUNI
CJV

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**.

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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:	ɪ	ʊ	u:	ɪə	eɪ		
	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 Philipines	Singapore	Zambia	Russia	Malaysia
	m	n	ŋ	h	l	r	w	j
	Mexico	Norway	Hong Kong	Hungary	Laos	Romania	Wales	Yugoslavia

Cathy Votano © NSW TAFE Commission 1993

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



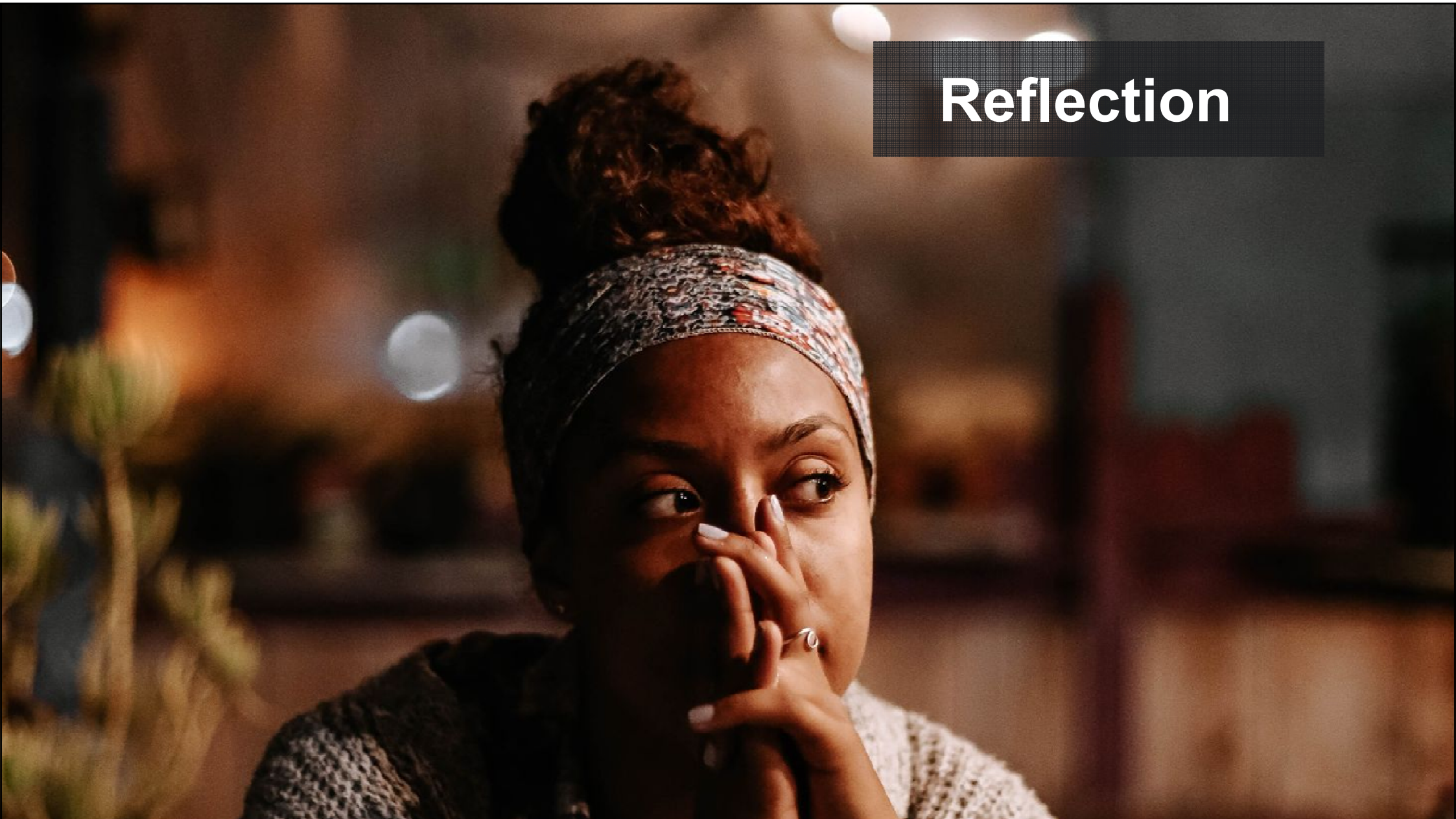
Pronunciation in Academic Settings

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

A photograph showing the words "THANK YOU" spelled out using ten light-colored wooden blocks. The blocks are arranged in two groups of five on a horizontal wooden plank. The background is a soft, out-of-focus green, suggesting an outdoor setting with foliage. The lighting is bright and even, highlighting the natural texture of the wood.