

## Word-Level Topics

### A. *Identification of KSR Words*

- If the word is stressed by the Key Stress Rule write KSR on the line.
- If the word is not stressed by the KSR, leave the line blank.

- |            |       |            |       |
|------------|-------|------------|-------|
| 1. maniac  | _____ | 5. aviary  | _____ |
| 2. period  | _____ | 6. triune  | _____ |
| 3. thyroid | _____ | 7. tiniest | _____ |
| 4. senior  | _____ | 8. idiom   | _____ |

### B. *Marking of Endings*

- Mark Neutral Endings with / as usual.
- Mark any final Key Rule Endings and Key Rule Endings + Nonbasic Endings with ( .

- |                  |                   |
|------------------|-------------------|
| 1. editorializes | 5. propitiously   |
| 2. refutably     | 6. iambic         |
| 3. scientist's   | 7. deviation      |
| 4. opinionated   | 8. impressionable |

### C. *Key Syllables and Stress*

- Underline the Key Syllable of KSR words only.
- Mark the stress of KSR words only by putting ' over the stressed vowel.

- |                  |                   |
|------------------|-------------------|
| 1. editorializes | 5. propitiously   |
| 2. refutably     | 6. iambic         |
| 3. scientist's   | 7. deviation      |
| 4. opinionated   | 8. impressionable |

## Phrase-Level Topic - Primary Stress

- Parenthesize the old information in each message unit.
- Underline the new information in each message unit.
- Mark the Primary Stress of each message unit with ●.

[Two parents are talking about their respective children]

A. Isn't Chris in fourth grade?

B. He was in fourth grade. Now he's in fifth grade.

A. My daughter's in fifth grade | too. Maybe they have the same teacher.

B. I asked Chris about it. They don't have the same teacher.

But they see each other at recess.