

Universities and Colleges

- ☛ **EXERCISE 4.** a. Write down the names of four universities or colleges you are familiar with. Use the space below.
b. Use ○ to mark the stress on the college/university names.

1. _____
2. _____
3. _____
4. _____

Streets

- ☛ **EXERCISE 5.** Answer the following questions:

1. What street do you live on? _____.
2. What street is your departmental office on? _____.
3. Write down the names of other streets/roads/etc. which you frequently use. Mark the stress with ○ and read them aloud.

Building Names

Some buildings do not have a 'structure' word in their names. For example, Public Safety is not called Public Safety **Building**. Other building names always include a 'structure' word, as in the Assembly **Hall**, Noyes **Lab** and the Plant **Clinic**. The following guidance shows how to stress a building name that includes a 'structure' word. In ALL cases, the only words that are relevant for stress placement are the **last two**.

Look at a University of Illinois campus map (see the table of contents of a UIUC phone directory) to find two additional examples of each category below and write them down. Mark the primary stress of each building name, including your additions.

1. 'Building', 'Center', 'House', 'Home', 'Facility': Compound Stress (□ □) ■ □

E.g. McKinley Héalth Center Gárwood Home Atkins Ténnis Center

1. Foreign Languages Building

3. Mumford House

2. Academic Services Center

4. Volatile Storage Facility

5. _____

6. _____

2. Adjective or Proper Name + Structure Word: Phrasal Stress (□ □) □ ■ *

E.g. Presidential Tówers Roger Adams Láb Shelford Vivárium

1. Memorial Stadium

3. Richmond Studio

2. Spurlock Museum

4. Undergraduate Library

5. _____

6. _____

*Occasionally, an adjective-looking word actually makes a compound noun, e.g. University Hígh School, Colonel Wolf Eleméntary School (same for Míddle School).

3. Noun + Structure Word: Compound Stress (□ □) ■ □

E.g. Animal Science Barn Child Devélopment Lab Speech & Héaring Clinic

1. Special Materials Storage Facility

3. Track and Soccer Stadium

2. Atmospheric Sciences Annex

4. Saunders Residence Hall

5. _____

6. _____

The three rules on page 1 apply in the order presented. That is, we try the first rule first. If the first rule does not apply, then we try the second rule. If the second rule does not apply, then we try the third rule. For example, while *Newman House* looks like it fits Rule 2 (Proper Name + Structure), we should try Rule 1 first before Rule 2. When we do, we see that it applies to *Newman House* because the structure is *House*, giving us *Néwman House*.

Rules for building names that include a structure word:

1. 'Building', 'Center', 'House', 'Home', 'Facility': Compound Stress (□ □) ■ □
2. Adjective or Proper Name + Structure Word: Phrasal Stress (□ □) □ ■
3. Noun + Structure Word: Compound Stress (□ □) ■ □

- a. *Mark the primary stress of each structure name.*
- b. *Identify by number which of the three rules on page 1 applies to stress the name.*

	Rule		Rule
E.g. Kenney Gým	<u>2</u>	E.g. Árchitecture Building	<u>1</u>
1. Stratford House	___	13. Police Training Institute	___
2. Hartley Arboretum	___	14. Temple Hoyne Buell Hall	___
3. Small Animal Clinic	___	15. Natural History Museum	___
4. Main Library	___	16. the Siebel Center	___
5. Danville Correctional Facility	___	17. Irwin Practice Facility	___
6. Seitz Medical Building	___	18. Madigan Lab	___
7. The Ice Arena	___	19. Vet Teaching Hospital	___
8. Physiology Research Lab	___	20. Kinkead Pavilion	___
9. David Kinley Hall	___	21. Goodwin Apartments	___
10. Campus Recreation Center	___	22. Japan House	___
11. Aeronautical Lab	___	23. Beckman Institute	___
12. Business Instructional Facility	___	24. Kuiper Space Observatory	___

Some structure words are inside compound nouns. Even so, major stress follows the rules above, e.g. Turner Hall Gréénhouse (Rule 1), Illini Union Bóokstore (Rule 3), Armory Avenue Wárehouse (Rule 1).

- ☛ EXERCISE 2. a. Divide the choice phrases into message units with a bar (|) .
b. Mark the primary stress.
c. Read the dialogs aloud. "T" is the teacher, "S" is the student.

Situation 1. During office hours.

T: I'm glad you came. Let's see...are you in the nine o'clock class or the eleven o'clock class?

S: I'm in the eleven o'clock class. I sit by the window.

T: Oh, yeah. I thought so. Now, did you want to talk about the first assignment or the second assignment?

S: The second one. The first one was pretty easy.

Situation 2. Passing out homework.

T: These homework assignments don't have names on them. Is this your handwriting or his?

S: It's not mine. It must be his.

Situation 5. Class discussion.

T: Does the author agree with the theory or disagree with it?

S: I think she disagrees.

T: OK. Would you say she strongly disagrees or mildly disagrees?

S: I guess she just mildly disagrees. She agrees with a small part of it.

Situation 6. During class.

(Note: the answer to T's first question comes in S1's *second* response.)

T: Would you rather have the quiz on Friday or on Monday?

S1: For me, that depends. Is it essay, short answer, multiple choice, or what?

T: It's going to be multiple choice.

S1: Then Friday is OK.

T: Well how about the rest of you? Do you prefer Friday, Monday, or even some other day?

S2: I think we'll be ready by Friday.

PR3.1, PR5, PR5.1, PR5.2

Write your responses to the queries embedded in the audio recordings. Use the reverse side of this page if you need more room to respond.

Pronunciation Recording (PR) _____

PR _____

PR _____

PR _____

E-Wye /ey/ and Epsilon /ɛ/ GATs and SATs

Study your GAT and SAT lists. Write out the words from your lists that contain **/ey/** and **/ɛ/ in major-stressed position**. Find at least 10 examples of each sound. If you do not find at least 10 examples in your lists, go to your Focus Text or other sources to complete your count of 10 examples. For the last category, find at least three examples of words or constructions in which both **/ey/** and **/ɛ/** are present. Only one of these vowels must be in major-stressed position.

>>Circle the letter(s) that represent the target sound (/ey/ or /ɛ/), e.g. for /ɛ/: decorate

/ey/ (no /ɛ/): _____

/ɛ/ (no /ey/): _____

/ey/ **and** /ɛ/: _____

Other Uses of the V/VC Stress Rule A Sample

In the lessons of W-6, you used the V/VC Stress Rule (VSR) for words with *-al*, *-ous*, *-Vnt*, *-Vnce*, and *-Vncy* endings and *ic* Keys. The rule also applies to other common word groups, such as *-an* (NOUNS & ADJECTIVES), *-en* (NOUNS), *-on* (NOUNS), *-is*, *-oid*, *-um*, *-us* and *ible* Keys, e.g. *véteran*, *hýdrogen*, *léxicon*, *análysis*, *célluloid*, *contínuum*, *éxodus*, *fállible*.

As you have seen, the VSR allows stress to pass from a V or VC Key to the Left Syllable. It also allows stress to pass from a VCI or VCr Key to the Left Syllable. This accounts for the stress of some words already listed as exceptions: *lúdicr_ous*, *chívalr_ous*, *idólatr_ous*. And it accommodates the *ible* Key in words like *combústible*.

From a V or VC(l/r) Key:
Stress Left. If you can't Stress Left, Stress Key.

- Look through your GAT and SAT words. Write down at least eight examples of words ending in *-an* (NOUNS & ADJECTIVES), *-en* (NOUNS), *-on* (NOUNS), *-is*, *-oid*, *-um*, *-us* and *ible* Keys. **Be sure not to include any KSR words ending in *-ian*, *-ion*, *-ium*, *-ius*.** Mark the stress of each word. Practice these words aloud. If you cannot find at least eight examples from your personal GAT and SAT words, look through your Focus Text. As a last resort, return to the list of GAT words on pp. 2-4 of the workbook to complete your eight examples.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

* Some common stress exceptions to note: *Japán*, *pecán*, *sedán*, *Sudán*; *állergen*, *eléven*; *batón*, *salón*, *envíron*, *horízon*, *-hédron* words (e.g. *polyhédron*); *átis*, *ésis*, *ósis* words but not *génesis* or *-thesis* words; *crýstalloid*, *hémorrhoid*, *métalloid* and *-thýroid* words; *átum*, *étum*, *órum* words (e.g. *ultimátum*); *átus*, *étus* words (e.g. *apparátus*), *-vírus* words (e.g. *poliovírus*).

Word-Level Topics

A. *Identification of KSR and VSR Words*

- If the word is stressed by the Key Stress Rule write **KSR** on the line.
- If the word is stressed by the VVC Stress Rule write **VSR** on the line.
- If the word is not stressed by either rule, **leave the line blank**.

- | | | | |
|-------------|-------|----------------|-------|
| 1. penitent | _____ | 5. medicinal | _____ |
| 2. patient | _____ | 6. infectious | _____ |
| 3. payment | _____ | 7. sacrificing | _____ |
| 4. Portugal | _____ | 8. stringency | _____ |

B. *Key Syllables and Stress*

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

- | | |
|---------------------|---------------|
| 1. exorbitant | 5. resiliency |
| 2. mediums | 6. authentic |
| 3. residency | 7. stupendous |
| 4. extraterrestrial | 8. obedience |

C. *Stress of Compound Nouns*

- Underline any compound nouns you find in a message unit.
- Mark the compound nouns with ○ on the heaviest syllable.

[Two acquaintances talking]

- A. I just got a new CD of the Brooklyn Jazz Band. They had an evening program at the University of Philadelphia | for a charity event.
- B. That's where I did my PhD. Did they perform at Brice Concert Hall | or Filbert Auditorium?

- A. In the concert hall.
- B. Good. Brice has better acoustics | because of the wood interior.

Phrase-Level Topic - Primary Stress

- Underline any contrasts you find in a message unit.
- Mark the Primary Stress of each message unit with ●.

[Two businessmen talking]

- A. Many of my business associates have cell phones. Do you have one?
- B. I have two of them. One is for car use, and the other is for home use.
- A. Do you have two as a necessity or as a convenience?
- B. They're a convenience—an expensive convenience. My phone bill is huge.

They have a special which is some help but not enough help.

- ☛ **EXERCISE 11.** In your own field of study. For each of the six types of contrast,
- Write a dialog or short passage which you would use in your own academic field.
 - Mark each primary stress with ●.
 - Read each dialog or passage aloud.

Example 1. Choice Questions. In a literature class.

- A: Is this poem a sonnet | or an ode?
● ●
- B: It's an ode.
●

Example 2. Either...or. In a philosophy class.

- A: What kind of reasoning was this?
●
- B: I think it was either a literal analogy | or a figurative analogy.
● ● ●
- A: Right. Which was it?
●
- C: It was a figurative analogy, | because the two things were essentially different.
● ●

Example 3. [x, not y] and [not y, but x]. In an educational psychology class.

This is an example of a test which has a lot of construct validity, | but not
●
a lot of face validity.

Example 4. Contradictions. In a geology class.

A: Doesn't the temperature inside the earth decrease with depth?

B: Actually, it increases. At first, it increases at a rate of 48 degrees Celsius per mile.

Example 5. Parallel phrases. In a physiology class.

Plot the heart rate on the y axis, and the contraction size on the x axis.

Example 6. Noun (comparative) than Noun. In a geography class.

In terms of area, Indonesia is larger than Japan. But in terms of population, Japan is larger than Indonesia.

Ash /æ/ GATs and SATs

Ash is a very common vowel sound in English. As a low vowel, requiring a wide open mouth, it is often difficult to articulate accurately. Find at least eight /æ/ words among your General Academic Terms and eight /æ/ words among your Specific Academic Terms. If you do not find eight words for each category, go to your Focus Text or other sources to complete your count of eight.

From GAT list:

_____	_____	_____
_____	_____	_____
_____	_____	_____

From SAT list:

_____	_____	_____
_____	_____	_____
_____	_____	_____

If you find any terms in your GAT or SAT lists or from other sources that are variably /æ/ or /ɑ/, list those below. Check your terms against the complete list in the handout, 'Script A for Ash in British English'. If you have no GAT/SAT words that are variable, then select six words from the handout. You may pronounce them with either /æ/ or /ɑ/.

**Variable Words
from GAT/SAT
lists or handout:**

_____	_____	_____
_____	_____	_____