

WORD AND SENTENCE STRESS

Phonetics & Phonology

Ella Wulandari, M.A.

wulandari.ella@uny.ac.id

1. **Stress has been defined as the degree of force with which a sound or syllable is uttered.** Every spoken sound or syllable has a greater or lesser amount of energy expanded upon it; usually the more important a sound or a syllable is, the relatively greater energy is expanded upon it.
 2. In every syllable there is one sound – generally, though not always, a vowel – which stands out from its neighbours and forms a point of greatest prominence in the syllable, called ‘syllabic’, and is therefore ‘more strongly stressed’.
 3. Stress is not the same thing as prominence; it is an important element contributing to prominence other than **length and intonation**.
 4. In connected speech we may make use of any one of the three sound-attributes, LENGTH, STRESS or INTONATION, or COMBINATION of these, for the purpose of giving increased prominence to particular words or syllables.
 5. The degree of stress is classified into STRONGLY STRESSED (stressed) and WEAKLY STRESSED (unstressed → secondary stress).
 6. Stress in English:
 - a. Word-stress
 - There is no fixed place for strong stress in English.
 - Words of four or more syllables generally have their main stress on the last syllable but one (PENULTIMATE) as in *conversation, recommendation*, or on the last syllable but two (ANTE-PENULTIMATE), as in *impossible, regularity*.
 - Compound words in English generally bear strong stress in the first element only, as in *dining room, hairbrush*; but some bear strong stress on both elements, as in *armchair, secondhand*. A very few compounds have strong stress on the last element only, for example: *whenever, throughout*.
 - b. Sentence-stress
 - When one word qualifies another, both words usually have strong stress, examples: *it's nearly finished, a late spring, tomorrow night, next Monday*.
 - Word *street* never bears strong stress in street-names; examples: *High street, Oxford street*.
 - The pronoun ‘one’ never receives strong stress; examples: *a lovely one, anyone*.
 - A word that has just been used previously is generally not strongly stressed; examples: *how many each? Two each*.
 - The final preposition in sentences like *What is she looking at?* are weakly stressed.
 - Words which would normally be strongly stressed may lose some stress when there is some idea of contrast expressed in the sentence. Example: *we heard John talking* → contrastive stress
- We HEARD JOHN TALKING (plain statement of fact)
We HEARD John talking (implied contrast – ‘but we didn’t see him’)
We heard JOHN talking (implied contrast – ‘but we didn’t hear Marry’)
We heard John TALKING (implied contrast – ‘but we didn’t hear him singing’)

Stress Pattern

1. withOUT his CLOTHES on
 - a. a pretty feather
 - b. a childish mother
 - c. another brother
 - d. another thesis
 - e. without a thesis
 - f. a team of dentist
 - g. a day for teaching

2. an EXcellent THEME
- a. in spite of the truth
 - b. a hole in your bath
 - c. the growth of the tree
 - d. a breeze from the south
 - e. to bathe in the lake
 - f. to come back to earth
 - g. to wreathe round the branch

3. THANKing him for THAT
- a. doing it for both
 - b. dirty underneath
 - c. put it in its mouth
 - d. gone far to the north
 - e. close it with a cloth
 - f. wiser to withdraw

4. the GROWTH of all his SONS
- a. it's difficult to breathe
 - b. to thank him for the thought
 - c. his thought was a surprise
 - d. withdrawal of the troops

5. of COURSE not
- a. he couldn't
 - b. it's broken
 - c. a convict
 - d. container
 - e. consultant
 - f. a conflict

6. CUT the BREAD
- a. go to sleep
 - b. break it up
 - c. take it home
 - d. cans of food
 - e. cooking books

7. GIVE him a BOOK
- a. are you awake?
 - b. Send me a card
 - c. Give him a ring
 - d. Gone for a walk
 - e. Come for a swim
 - f. Time and again

8. a BUCKetful of ICE

- a. I never have a cold
- b. to thank him for his deed
- c. he doesn't go to school
- d. they've cleared it all way
- e. to borrow half a crown

9. PLAYing the BANjo

- a. coming together
- b. typing a paper
- c. painting a picture
- d. carrots in baskets
- e. pointless discussion
- f. balance the budget
- g. paper and pencils

10.to MAJor in LANGUage TEACHing

- a. sufficient for longer journeys
- b. to suffer from serious illness
- c. a challenging camping program
- d. a picture of country valleys
- e. in charge of the rally races
- f. adoring the country beauty
- g. to think of important matters

11.to WISH you all HAPpiness

- a. a polished ability
- b. a washing machine for me
- c. be caught in a shower again
- d. to show him the door at once
- e. be shocked at the bankruptcy
- f. accounting ability
- g. department of linguistics

12.SHOW him up to his ROOM

- a. shocked at his daughter's death
- b. shelter someone from blame
- c. show me what you've done
- d. finish it if you wish
- e. shaking somebody's faith
- f. shadows under the eyes
- g. do it then for my sake

13.to BUY a POUND of SUGar

- a. to want to do some shopping
- b. a show tomorrow evening
- c. to marry Shierly's sister
- d. improve his English quickly

e. explain the problem clearly

No	Words	Estimated transcription	Dictionary transcription
1.	Passenger		
2.	Punctual		
3.	Palace		
4.	Department		
5.	Capacity		
6.	Spinach		
7.	Compete		
8.	Complete		
9.	Paper		
10.	Dependent		