**Stress**

The meaning of what is being said may change depending on the stress the speaker places on a syllable or a word.

Stressed Syllables

A stressed syllable usually combines the following features:

1. It is longer.

2. It is louder

3. It usually has a higher pitch than the syllables coming before and afterwards.

4. It is said more clearly.

5. It uses larger facial movements.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Word** | | **Type of Word** | | **Tendency** | **Exceptions** |  |
| apple table happy | | two-syllable nouns and adjectives | | stress on the first syllable ***Ap****ple* | hotel lagoon |  |
| suspect import insult | | words which can be used as both nouns and verbs | | the noun has stress on the first syllable "You are the ***SUS****pect*!" the verb has stress on the second syllable "I *sus****PECT*** you." | respect witness |  |
| hairbrush football | compound nouns | | fairly equally balanced but with stronger stress on the first part ***HAIR***brush | | |  |

For long words like polysyllabic and affixed words, it is best to consult a dictionary.

Stressed Words

Generally speaking, a word is stressed if it is a content word (noun, principal/ main verb, adjective, or adverb). A word may also be stressed for the following reasons:

1. to emphasize the idea (*That was a difficult* ***TEST***. - standard statement;

*That was a* ***DIFFICULT*** *test.* - emphasizes how difficult the test was);

2. to point out the difference between an idea and another (*I think I*

*prefer* ***THIS*** *color*. – means that it is a specific color, not any other); or

3. to call attention to new information (*When does class begin? -*

*The class begins at* ***NINE O'CLOCK***.)

- adapted from http://www.teachingenglish.org.uk/print/423

http://esl.about.com/od/speakingadvanced/a/timestress.htm

<http://esl.about.com/od/speakingenglish/a/tstress.htm>

**Intonation**

Incorrect intonation can result in misunderstandings, speakers losing interest, or even taking offense.

Reminders/Guidelines

1. Wh questions: falling intonation

2. Yes/No questions: rising intonation

3. Statements: falling intonation

4. Question tags: 'chat' – falling intonation; 'check' – rising intonation

5. Lists: rising, rising, rising, falling intonation

6. New information: falling intonation

7. Shared knowledge: falling-rising intonation

- adapted from http://www.teachingenglish

**Tone of voice**

According to Mehrabian, the tone of voice we use is responsible for about 35-40 percent of the message we are sending. Tone involves the volume you use, the level and type of emotion that you communicate and the emphasis that you place on the words that you choose. To see how this works, try saying the sentences below with the emphasis each time on the word in bold.

**http://bookboon.com/blog/2013/03/do-you-use-your-tone-of-voice-and-body-language-to-your-advantage/**