


# 19 Word stress intersect

**Focus:** Word stress in one-, two- and three-syllable words: *France, England, Australia*

**Level:** Intermediate+ (B1+)

**Time:** 50 minutes


**Materials:**

 **Part 1:** one copy for each student

**Part 2:** one copy for each pair of students, cut in half

**Page 58:** one copy for each group of 4 students

**Dice:** one for each group of 4 students

 **Tracks 50–51**


## Challenging language

word stress

## Teaching extra

Write the following on the board: **1** *glares*, **2** *sunnies*, **3** *shades*. Ask the class what these are (slang words for sunglasses). Ask the class to match the countries to the words: Australia (*sunnies*), USA (*shades*), India (*glares*).

## Teaching extra

 Cut up the tables in **Parts 1** and **2**, divide the class into groups and give each a set of cards. Ask them to match two word pair cards to each stress pattern card.

## Teaching extra

An awareness of word stress is an important basis for understanding more complex pronunciation features such as tonic stress.

## Teaching extra

In the *Cambridge English Pronouncing Dictionary*, a ' mark comes before syllables with the most stress: /'ɪŋ.glənd/ (England). However, not all dictionaries show stress in the same way. Students should find out how stress is marked in their own dictionaries.

## Warmer

Give each student a copy of **Part 1**. Ask them to look at **Listen** and work in pairs to discuss where they've been and where they'd like to go.

## Listen

**1** Tell students they are going to hear two people talking about their travel experiences. Ask them to listen and circle the six words they hear.

**2** Play **Track 50**.

**Answer key** Croatia, Croatian, Austria, France, Greece, Greek

## Focus on form

**1** Write the following on the board: *France, England, Australia*. Ask the class how many syllables each word has (1, 2, 3). Explain that word stress can be represented with symbols such as ●, ●● and ●●●.

**2** Ask students to work in pairs and match the words in **Listen** to their stress patterns. They should write two numbers on each line.

**Answer key** a 3,13 b 5,8 c 1,11 d 7,12 e 6,14 f 2,9 g 4,10

**3** Play **Track 51** for students to listen and repeat.

## Pronunciation practice

**1** Put students in pairs, Student A and B. Give each Student A a copy of **Student A** from **Part 2** and each Student B a copy of **Student B**. They should not let their partners see their papers.

**2** Ask students to take turns reading words out of order from their tables, making sure they use the correct stress patterns. Their partners should write the words in the correct column in their table.

**3** Allow students to show each other their tables to check.

**4** Ask students to work in their pairs and think of more words to write in the correct column in their tables. They don't have to be countries or nationalities.

**5** Get feedback from the class.

**6** Pair each pair with another to make groups of four consisting of two teams. Give each group a copy of **Page 58** and a **dice** and tell them they're going to play a game called 'Word stress intersect'.

**7** Demonstrate how to play the game:

- First, a player from one team rolls the dice and finds the stress pattern on the **Stress patterns chart** that matches the number. The team must choose a word with this stress pattern, pronounce it correctly and write it on the grid, making sure one of its letters is on the centre square.
- Words must go down or left-to-right. They mustn't go diagonally, right-to-left or up.
- Next, a player from the other team rolls the dice and finds the stress pattern on the chart that matches. This time, the word the team chooses must share a letter with the word already on the grid. The team pronounces the word and writes it on the grid.
- If a team rolls a six (wild!), they can choose any word that fits into the grid.
- Teams score one point for every letter they put on the board. The game ends at the teacher's discretion. The team with the most points is the winner.

**8** Ask students to play the game and monitor pronunciation.

## Part 1

### Listen

50 Listen and circle the six words you hear.

1 Poland Polish	2 Austria Austrian	3 Japan Japanese	4 Oman Omani	5 Croatia Croatian	6 France French	7 China Chinese
8 Australia Australian	9 India Indian	10 Iraq Iraqi	11 England English	12 Malta Maltese	13 Sudan Sudanese	14 Greece Greek

### Focus on form

A Match the words in **Listen** to their stress patterns below. Write two numbers on each line.

a •• •• _____	b ••• •• _____	c •• •• _____	d •• •• _____	e • • _____	f ••• •• _____	g •• ••• _____
---------------------	----------------------	---------------------	---------------------	-------------------	----------------------	----------------------

B 51 Listen and repeat.



## Part 2 Pronunciation practice

A Take turns reading these words out of order to a partner. Write your partner's words in the correct column.

1•	2••	3••	4•••	5•••	6•••
Thai	Cuba	Iran	Mexican	Zimbabwe	Nepalese

B Write more words in the correct columns.



### Student B

A Take turns reading these words out of order to a partner. Write your partner's words in the correct column.

1•	2••	3••	4•••	5•••	6•••
Spain	Turkish	Peru	Canada	Qatari	Lebanese

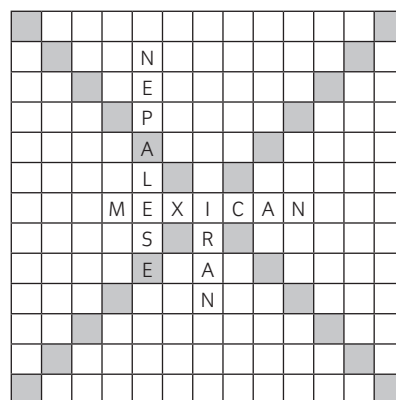
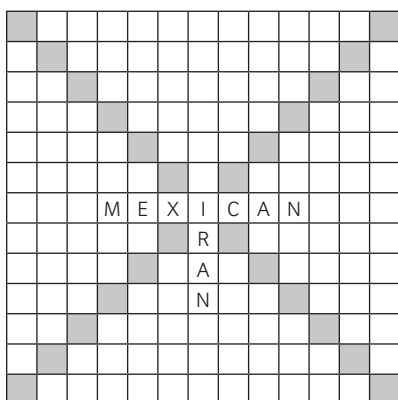
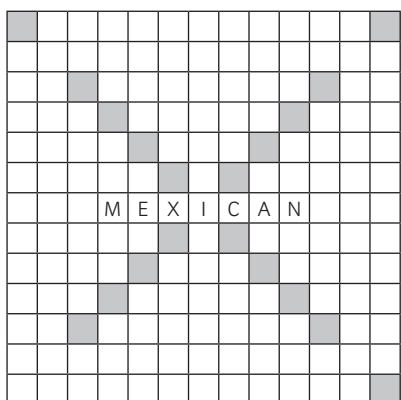
B Write more words in the correct columns.

**Pronunciation practice**

**Stress patterns chart**

- 1 •
- 2 ••
- 3 •••
- 4 ••••
- 5 •••••
- 6 wild!

**Examples**



**Grid**

