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THE TEACHING OF ENGLISH WORD STRESS
TO ARABIC SPEAKING STUDENTS

BY

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This thesis is dedicated to
Dr. Habib Kurani
in gratitude for his help and encouragement
during my two years at
A.U.B.

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ABSTRACT

Teaching English word stress occupies a subordinate place in most classrooms. Most textbooks present no guidance insofar as the teaching of word stress is concerned. Therefore, this study is an attempt to contribute towards better understanding and teaching of word stress.

This thesis comprises four chapters. Chapter I is an introduction and a background study. It includes an exposition of the problem and a review of the pertinent literature. It also introduces the linguistic assumptions for the teacher of English.

Chapter II presents a descriptive analysis of American English and Syrian Arabic word stress. Part I defines stress and discusses the analyses of English stress phonemes. Part II presents a descriptive analysis of Syrian Arabic word stress. Part III presents a similar descriptive analysis of American English word stress.

Chapter III presents the word stress problems involved. Part I presents an analysis of the first two

thousand words in Thorndike's Teacher's Word Book of 20,000 Words --except mono-syllabic words-- with a view to determining how these words tend to be pronounced when Arabic stress patterns are transferred to them. Part II presents a supplementary word list which includes all the compound words found in the Allen and Cooke series (Books I, II, and III) with the problem words asterisked. Part III presents statistical tabulations of the problem words. It also includes the complete inventory of the problem words listed in alphabetical order.

Chapter IV suggests practical methods for the teaching of English word stress. Part I presents some basic principles, guiding points and suggestions for the teacher of English in teaching word stress. Part II presents three sample lessons. Sample Lesson One is an actual lesson taught in the first intermediate classes in Syria. Sample Lesson Two is another actual lesson taught in the second intermediate classes. Sample Lesson Three is also an actual lesson taught in the third intermediate classes in Syria.

CHAPTER I
INTRODUCTION AND BACKGROUND STUDY

The Problem

In spoken English and Arabic, different syllables have different degrees of intensity. These we speak of as levels of stress. "Stress is a matter of relative prominence of one or more syllables in a sequence of syllables."¹ Stress is associated with the degree of loudness a syllable has. The different stress levels that distinguish meanings are called stress phonemes.

Stress in English is unpredictable and, therefore, phonemic; its position may vary from word to word. Primary stress falls on a different syllable in the following words:

¹William A. Smalley, Manual of Articulatory Phonetics (New York: Practical Anthropology, 1964), p. 154.

"dictionary"	/'dikʃənəri/
"committee"	/kə'miti/
"fundamental"	/fʌndə'mentl/

The word stress problem is significant since a large number of pairs can be found which contrast in stress, (in practically all cases accompanied by a vowel quality change). These pairs are commonly nouns and verbs.

For example:

noun: "record"	/'rekərd/
verb: "record"	/ri'kərd/

Stress in Arabic is predictable and, therefore, non-phonemic; ". . . that is, one can foretell where the different stress levels will occur in Arabic words."² Word stress in Arabic is dependent on the syllabic structure of the word. "Syllables are either short or long. A long syllable is one that contains a geminate of vowel clusters or a short vowel followed by a consonant cluster."³

²Raja T. Nasr, The Teaching of English to Arab Students (London: Longmans, Green and Co., Ltd., 1963), p. 33.

³Ibid., p. 34.

Word stress patterns in Arabic contrast with those of English. English word stress constitutes a great problem for an Arabic-speaking student. "The greatest difference lies in the fact that stress is unpredictable in English, whereas in Arabic it is predictable and automatically placed depending upon the length and number of syllables in each word."⁴ The word stress problem can be stated as follows:

- A. What are the similarities and differences in word stress between American English and Syrian Arabic?
- B. What are the predicted difficulties of Arab students in mastering American English word stress?
- C. What methods are suggested for teaching word stress to Arab students?

Purpose

The purpose of this study is:

1. To make a descriptive analysis of American English and Syrian Arabic word stress, drawing

⁴Ibid. p. 35.

on the available pertinent literature.

2. To examine the first two thousand words of Thorndike's Teacher's Word Book of 20,000 Words⁵ --except mono-syllabic words-- with a view to determining how these words tend to be pronounced if the Arabic stress patterns are transferred to them.
3. To list the words which would present problems to Arab students.
4. To list, in addition, all compound words found in the Allen and Cooke series (Books I, II, and III) excepting the words appearing in Thorndike's count .
5. To suggest methods of teaching word stress; the problem words will form the central subject.

That is, Syrian Arabic and American English word stresses are not the same. The analysis will reveal

⁵Edward L. Thorndike, Teacher's Word Book of 20,000 Words (New York: Columbia University, 1932). The choice of Thorndike's word list was arbitrary. The choice of 2000 words covers English vocabulary of the textbooks used in the preparatory classes in Syria.

certain problem words for Syrian students. This analysis will be limited to the problems resulting from the misplacement of primary stresses because, to a very large extent and for all practical and pedagogical purposes, the problem is solved once the primary stress in the English word is properly placed. An analysis of the problems resulting from the misplacing of secondary and weak stresses would make the application of the results cumbersome or practically impossible. Thus the study will be restricted to the analysis of the primary stress.

Basic assumptions of linguistics for the teacher of English

This study is built upon some fundamental linguistic assumptions. The basic assumption is stated by Robert Lado: ". . . when learning a foreign language we tend to transfer to that language our phonemes and their variants, our stress and rhythm patterns, our transitions, our intonation patterns and their interaction with other phonemes. . . the speaker of one language listening to another does not actually hear the foreign language sound units-phonemes. He hears his

own."⁶

This assumption points out the great likelihood of interference by the native language sound system of the student in the process of learning a foreign language. Linguistics states that languages have systems, therefore, they can be objectively described and scientifically analyzed. Knowledge of applied linguistics is necessary for teaching a foreign language efficiently. The comparison of the Arabic and English language sound systems is of great significance for predicting and identifying pronunciation problems, among which is word stress.

Fries states another significant assumption underlying the teaching of English as a second language. "The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner."⁷

⁶Robert Lado, Linguistics Across Culture (Ann Arbor: The University of Michigan Press, 1957), p. 11.

⁷Charles Fries, Teaching and Learning English as a Foreign Language (Ann Arbor: University of Michigan Press, 1945), p. 9.

This assumption implies that in order to select teaching materials for the learner of a second language, the teacher must have adequate knowledge about both languages. Scientific descriptive analyses of both languages and a systematic comparison of these two descriptive analyses are necessary to pin-point the similarities and differences in the patterning of the two language sound systems. This statement is supported by Lado's assumption that "Linguistics helps us understand what we must teach, i.e. the system of the foreign language (F.L.), not just the item, and within the system, the pattern or patterns into which the item is cast, or of which it is an illustration. Probing into the system of the F.L. and describing it is primarily the domain of descriptive linguistics. . ."⁸

The third assumption, emphasized by Lado, is that "The student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him,

⁸Robert Lado, "Linguistic and Foreign Language Teaching," Language Learning, Special issue No. 2 (1961), p. 29.

and those elements that are different will be difficult."⁹
This statement reveals that points of difference between the native language of the learner and the language being learned constitute major learning problems for students. A confirmation of the validity of this assumption comes from Lado himself who asserts that ". . . by comparing a linguistic description of the N.L. (native language) with a parallel description of the target language the teacher and the textbook writer can know in advance where the N.L. may be expected to facilitate and where it is likely to interfere with learning."¹⁰

Undoubtedly, the teacher will be faced with the need to diagnose accurately the points causing trouble to his students. The professionally trained teacher who has made a contrastive analysis of the two languages will be able to realize what the problems are and to teach them efficiently.

Research Status

In recent years the literature on American English word stress has greatly increased. Various articles on

⁹Ibid., p. 30.

¹⁰Ibid.

new advances concerning already established principles and theories of word stress phonemes have been written. There is rarely a linguistic work which does not contribute its share to the discussion of English stress phonemes. To mention every work in a thesis such as this would be impossible.

In 1954, Allen¹¹ prepared word stress exercises based on patterns of stressed and unstressed syllables. An important contribution to the study of English word stress was made in 1956 by Christophersen,¹² who emphasized the importance of knowing where the stress falls in an English non-monosyllabic word in order to determine the quality of the vowels. He pointed out that certain assimilations occur mainly in unstressed syllables. The study of Trager and Smith¹³ in 1957 was significant. They pointed out that English utterances consisting of more

¹¹W. Stannard Allen, Living English Speech (London: Longmans, Green and Co., 1954).

¹²Paul Christophersen, An English Phonetics Course (London: Longmans, Green and Co. Ltd., 1956).

¹³George L. Trager and Henry L. Smith, Jr., An Outline of English Structure (Washington: American Council of Learned Societies, 1957).

than one vowel exhibit different levels of loudness concentrated on the vowels. Another study was that of Wise,¹⁴ who presented a comprehensive work of English word stress. In 1958, Friederich¹⁵ stated that good pronunciation of English words depends on the location of stress. His discussion of the fundamental word stress pattern has great value. The studies of Heffner¹⁶ and Prator¹⁷ on English word stress are equally valuable. Gordon and Wong¹⁸ stated the significance of stress in the correct pronunciation of a word, provided a good study of word stress phonemes and developed a variety of exercises. Kurath¹⁹ made a very extensive linguistic study of English word stress.

¹⁴Claude Merton Wise, Applied Phonetics (Englewood Cliffs: Prentice Hall, Inc., 1957).

¹⁵W. Friederich, English Pronunciation (London: Longmans, Green and Co., 1958).

¹⁶R-M.S. Heffner, General Phonetics (Madison: The University of Wisconsin Press, 1960).

¹⁷Glifford H. Prator, Jr., Manual of American English Pronunciation, Revised ed. (New York: Holt-Rinehart and Winston, 1960).

¹⁸Gordon and Wong, A Manual for Speech Improvement (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1961).

¹⁹Hans Kurath, A Phonology And Prosody of Modern English (Ann Arbor: The University of Michigan Press, 1964).

Information about word stress in Arabic is scanty. The main literature on the Palestinian-Syrian dialects which is relevant to the question under discussion is written by Cantineau in his Le Dialecte Arabe De Palmyre.²⁰ In his article "The Phonemic System of Damascus Arabic,"²¹ he discussed Arabic stress in general. In his Les Parlers Arabes Du Hōran,²² he made a good study of Arabic word stress in the Hōran and discussed the predictability of stress levels according to certain patterns. Smeaton,²³ in his article "Some Problems of the Description of Arabic," treated stress very briefly. Garbell,²⁴ in her "Remarks on the Historical Phonology of an East Mediterranean Arabic Dialect," dealt thoroughly with the development of word stress through many chronological stages. Nakhla²⁵ stated the importance of word stress for intelligible pronunciation and discussed fixed Arabic

²⁰J. Cantineau, Le Dialecte Arabe De Palmyre (Beyrouth, 1934).

²¹_____, "The Phonemic System of Damascus Arabic," Word Vol. 12, (1956), pp. 116-124.

²²_____, Les Parlers Arabes Du Horan (Paris: Libraire C. Klincksick, 1946), pp. 184-192.

²³B. Hunter Smeaton, "Some Problems in the Description of Arabic," Word Vol. 12, (1956), pp. 359-360.

²⁴Irene Garbell, "Remarks on the Historical Phonology of an East Mediterranean Arabic Dialect," Word Vol. 14, (1958), pp. 303-336.

²⁵R. Nakhla, Grammaire du Dialecte Libano-Syrian, I-II (Beyrouth: Imprimerie Catholique, 1937), pp. 14-17.

word stress patterns. Gairdner²⁶ studied the pronunciation of isolated Arabic words for the purpose of analyzing their sound-elements. He pointed out that "accent" (stress) is an altered musical pitch which accompanies the vowels of certain syllables. He also discussed "accent" and "length" in colloquial and classical Arabic and deduced that the word-changes due to accent and length in Arabic obey laws and fixed patterns. Driver's²⁷ study of Arabic word stress emphasized that the last long syllable draws the primary stress which causes shortness to the preceding vowels. He added that a short syllable is often sounded long in a pause. Birkland,²⁸ in his discussion of word stress, pointed^{out} that the stress of classical Arabic in modern pronunciation is influenced by local dialects, and he added that behind the local differences there seems

²⁶W.H.T. Gairdner, The Phonetics of Arabic (London: Oxford University Press, 1925), pp. 66-74.

²⁷G.R. Driver, A Grammar of the Colloquial Arabic of Syria and Palestine (London: Probsthain & Co., 1925), pp. 22-24.

²⁸Harris Birkland, Stress Pattern in Arabic (Oslo: Ikkommisjon Has Jacob Dybwad, 1954), p. 6.

to be a pattern common to the local pronunciations. He stated that the heavily stressed syllable consists of a short vowel followed by two consonants or a long vowel followed by one consonant. Cowell²⁹ made a study of word accentuation (stress) and said that a long syllable has a long vowel or a short vowel followed by more than one consonant. He added that the last long syllable in a word is always stressed, but if a word has no long syllable, then the first syllable is stressed. Khayrud-Din³⁰ wrote his Master's Thesis about A Contrastive Analysis of Stress in Colloquial Arabic and American English. Nasr³¹ made a contrastive analysis of English and classical Arabic word stress. Nasr's analysis is the most systematic and comprehensive of all. His contrastive analysis of English and Arabic word stress was particularly valuable for this study.

²⁹Mark W. Cowell, A Reference Grammar of Syrian Arabic (Washington, D.C: Georgetown University Press, 1964), pp. 17-21.

³⁰Hani Khayrud-Din, A Contrastive Analysis of Stress in Colloquial Arabic and American English (Beirut: A.U.B. Master's Thesis 1964).

³¹See Raja T. Nasr, op. cit., pp. 32-34.

Procedure

The thesis assumes that we can predict and describe the patterns that cause "ease" or "difficulty" in learning, by a systematic comparison of the sound system of the language to be learned and that of the learner. Since the learner tends to transfer the pronunciation system of his native language to the second language he learns, the writer will look for word stress differences between the two languages, American English and Syrian Arabic. The procedure of the study will be;

1. Defining stress and giving special reference to its significance for good pronunciation.
2. Discussing the various analyses of English stress phonemes and stating their importance in determining the meaning of an utterance.
3. Presenting a brief descriptive analysis of Syrian Arabic and American English word stress.
4. Isolating and transcribing the first two thousand words in Thorndike's Teacher's Word Book of 20,000 Words (minus the monasyllabic words, plus the compound words --listed only-- found in the Allen and Cooke series) with a view to determining how these

words tend to be pronounced by Arabs, by applying Arabic stress patterns to them. Nasr's phonemic symbols are used for transcription.

In order to determine whether a syllable is long or short, a cut is made after the last consonant following each vowel. In applying this procedure to the English words in this study, the writer makes the cut after the second consonant when a cluster of three or more consonants occurs medially after a short vowel; the cut is made after the first consonant if the cluster is preceded by a long vowel. If a long vowel exists finally, it is considered a long syllable.

5. Isolating from among these items those that are problem words.
6. After the problem words have been determined, they will be used as a basis for suggesting feasible approaches to the teaching of American English word stress to Syrian students.

CHAPTER II
THE WORD STRESS SYSTEM IN AMERICAN ENGLISH
AND SYRIAN ARABIC

This chapter presents a brief descriptive analysis of American English and Syrian Arabic word stress. This description will assist the writer in locating and describing from among the first two thousand words in Thorndike's Teacher's Word Book of 20,000 Words, (and the compound words of the Allen and Cooke series) the problem words for a Syrian student learning the word stress of American English.

Part I defines stress and shows its significance for good pronunciation. It also discusses the analyses of English stress phonemes, and finally it presents a brief survey of syllable structure. Part II describes briefly the Syrian Arabic word stress system. Part III presents a similar description of the American English word stress system.

Part I

A. Definition and importance of stress

Many definitions of stress are given by linguists, but they all imply analogous meanings. Bloomfield says: "Stress--that is, intensity or loudness-- consists in greater amplitude of sound waves, and is produced by means of more energetic movements, such as pumping more breath, bringing the vocal chords closer together for voicing, and using the muscles more vigorously for oral articulations."¹ Wise emphasizes that "stress is the loudness (force, intensity) with which the vowel (or diphthong) of a syllable is uttered."² Heffner says that "stress in speech is in one respect like heat: everything has some of it. For stress is the term we use to refer collectively to those phenomena of speech which are correlated with our sensations of muscle movement in the production of speech articulations. Stress is reflected in the quantum of muscular

¹Leonard Bloomfield, Language (New York: Holt, Rinehart And Winston, 1933), p. 112.

²Wise, op. cit., p. 13.

energy which goes into each articulatory movement, but we have not yet found a way to measure this satisfactorily."³ Gordon and Wong point out that "stressing means giving loudness to a word or a syllable so as to give it prominence."⁴ Robins defines stress differently: "Stress is a generic term for the relatively greater force exerted in the articulation of part of an utterance."⁵ Smalley states that stress is "a matter of relative prominence of one or more syllables in a sequence of syllables."⁶ Kurath defines stress as "degrees of energy expended on the articulation and phonation or of corresponding degrees of loudness, though, in actual speech, there is an indefinite gradation of force and of resulting loudness."⁷

³Heffner, op. cit., pp. 224-225.

⁴Gordon and Wong, op. cit., p. 22.

⁵R.H. Robins, General Linguistics: An Introductory Survey (London: Longmans, Green And Co. Ltd., 1964), p. 108.

⁶Smalley, op. cit., p. 154.

⁷Kurath, op. cit., p. 138.

What we derive from such definitions is that stress is an "articulatory" term. It is associated with greater muscular energy exerted in the articulation of one part of a word in order to give it prominence. Stress is the level of loudness with which the crest of a syllable is uttered. "It is stress, however, that largely dictates the significant moves of the voice up or down, and an ability to stress a phrase correctly will help to guide the speaker to use the correct intonation, for the voice changes its direction only on stressed syllables."⁸ Stress is an essential attribute of the correct pronunciation of English words. It is the basis of good speech whether in reading or conversation.

The terms "mechanical stress", "word stress" and "accent" point to stress within a word which is actually the guide to its correct pronunciation. If a stress falls on the wrong syllable, a word may be distorted and difficult to understand. Such distortion is usually regarded as mispronunciation or speaking with a "foreign" accent. "Stress then is the key

⁸Allen, op. cit., p. 2.

to the pronunciation of an English word, and the location of the accent should always be learned with the word."⁹

Since English and, for that matter, any other language, is "an oral process", the mastery of its sound system, that is, its accurate pronunciation, is a prerequisite to full mastery of the language. Insistence upon correct word stress is necessary in teaching English as a second language. Robins asserts that stress is "an essential part of the correct pronunciation of English words of more than two vowels or consonant-vowel sequences, and its position cannot be predicted or explained by reference to other phonetic factors."¹⁰ The attainment of accurate pronunciation of English as a second language presupposes the learner's ability to recognize English word stress phonemes and produce them with accuracy. The acquisition of good English pronunciation, therefore, involves a revolution of the established habits of word stress

⁹Prator, Jr., op. cit., p. 16.

¹⁰Robins, op. cit., p. 135.

patterns of the native language, especially if they differ utterly from those of English.

Good pronunciation also involves knowing "where the stress falls in an English word, since without that knowledge one cannot determine the quality of the vowels. Vowels in unstressed syllables tend to become weakened, most often to /ə/ but sometimes to /i/"¹¹. The quality of English vowels in unstressed position is frequently very weak. They are usually of a short duration, while in stressed syllables vowels are pronounced in many different ways, such as /ɜ/, /ɔ/, /a/ etc. It is worth noting that vowels are pronounced with normal value, i.e. loudness, in stressed positions but reduced in loudness in unstressed places.

B. English stress phonemes

English stress is phonemic; it distinguishes meanings. Various pairs of English words are distinguished merely by the placement of strong stress "A very large

¹¹Christophersen, op. cit., pp. 156-157.

number of pairs can be found in which there are relatively minor differences in addition to the contrast in stress. Many of these are pairs of nouns and verbs and most are spelled alike in the traditional orthography."¹² Primary stress has a semantic function; that is, by changing the stress pattern of a word, one can change its meaning completely. For example: "content" /'kɒntent/ as a noun contrasts with /kən'tent/ as a verb and adjective. In these words the main contrast is between the stressed and unstressed syllables. English has made good use of the primary stress phoneme in distinguishing a verb from a noun.

English stress phonemes have undergone different analyses. Linguists have differed as to the number of distinctive stress phonemes in English. Some linguists describe stress phonemes in terms of three degrees of loudness illustrated in the word "legendary" /'leʒən,deri/; several others describe three levels of stress and state the absence of stress as another distinctive phonemic degree exemplified in the words "elevator operator"

¹²H.A. Gleason, An Introduction to Descriptive Linguistics, Revised ed. (New York: Holt, Rinehart And Winston, 1961), p. 40.

/ˈeləv,etər ɔˈpər,etər/. A few linguists recognize another degree of extra loudness and call it emphatic stress, which falls on a particular word and implies a contrast with a normal unemphasized word such as "that is his" /tɪzˈhɪz/ "not hers."

Bloomfield states that in English there are "three secondary phonemes which consist of increased stress, in contrast with what we may call unstressed passages of phonemes. Our highest stress [ˈ] marks emphatic forms, usually in contrast or contradiction; our high stress or ordinary stress [ˈ] appears normally on one syllable of each word; our low stress or secondary stress [ˌ] appears on one or more syllables of compound words and long words."¹³ Hockett believes in a three-stress system and calls the three stress phonemes he recognizes as loud stress, medial stress, and soft stress (none at all). He says that loud and medial stresses, symbolized // and / \ / respectively, are positive units while soft stress is their absence.¹⁴

¹³Bloomfield, op. cit., p. 111.

¹⁴Charles Hockett, A Manual of Phonology (Baltimore: Waverly Press, Inc., 1955), p. 65.

Gordon and Wong recognize three degrees of stress. They combine the first two degrees in the four stress-system and treat them as primary stress. They describe them as follows:

- "1. Strong or primary stress—extreme loudness; vowels given full value.
2. Intermediate or secondary stress—less loudness than in primary stress; vowels given full value.
3. Weak stress or unstressing—little loudness; vowels frequently weakened or reduced in value."¹⁵

Stagerberg distinguishes between the stress patterns of isolated words and word groups or sentences. He identifies three stress phonemes for describing the stress patterning in individual words, namely:

- " / primary stress
- \ mid stress
- ˘ weak stress (usually not indicated),"

and an additional movable phrase or sentence stress phoneme as a secondary stress marked /ʌ/.¹⁶

¹⁵Gordon and Wong, op. cit., p. 22.

¹⁶Norman C. Stagerberg, An Introductory English Grammar (New York: Holt, Rinehart, Winston, Inc., 1966), p. 46.

Owing to the elusive character of stress from the point of view of the hearer, the adoption of the three-stress system is more practical. "The adoption of the three-stress theory is, from a pedagogical standpoint, more practical, particularly in view of the fact that native speakers of English do not easily distinguish four stress levels."¹⁷ Moreover, students have difficulty in recognizing or producing different levels of stress. Also for pedagogical purposes in teaching word stress, it is highly significant to employ only the primary stress phoneme for effecting word distinctions.

Symbols used

- ' : primary stress marked before the onset of the syllable
- ˊ : secondary stress marked before the onset of the syllable
- ˋ : weak stress (no mark)
- v : representing vowel
- c : representing consonant
- ◌ : syllable boundary dot
- ˑ : syllabic indicator

¹⁷Nasr, op. cit., p. 33.

- // : phonemic transcription (slants)
- [] : phonetic transcription (brackets)
- " " : orthographic spelling

Chart of Syrian Arabic Vowels

	Front Unrounded	Central Unrounded	Back Rounded
High	close	ii	uu
	open	i	u
Mid	close	a	
	open		
Low	close		
	open		aa

Chart of English Vowels¹⁸

	Front Unrounded	Central Unrounded	Back Rounded
High	close iy		uw
	open i		u
Mid	close ey	ə	ow
	open e		
Low	close ɛ		ɔ
	open	a	

¹⁸Diphthongs: ay, ey, iy, əy, uw, əw, aw, symbolized for syllabic structure as vv; but /w/ and /y/ symbolized as c when they are intervocalic. Whenever /'ɛ, 'a, 'ɔ/ appear, they are considered long vowels and symbolized as vv. So also is /'e/ before /r/.

Chart of English Consonants

	Bilabial	Labio-dental	Inter-dental	Alveolar	Retroflex	Alveopalatal	Palatal	Velar	Glottal
Stops	vl. p vd. b			t d				k ɡ	
Fricatives		f	θ						
Slit		v	ʃ						
Groove				s z		ʃ ʒ			h
Affricates						ç ʝ			
Lateral				l					
Nasals				n				ŋ	
Virbant					r				
Semi-vowels	w					y			

C. Syllabic structure

Since in discussing word stress we shall always refer to syllables, a preliminary survey of types of syllables in English and Arabic will serve to introduce a number of terms which will be needed. Syllables have been defined as "units of one or more segments during which there is a single chest pulse and a single peak of sonority or prominence."¹⁹ Smalley defines syllables as "grouping of sounds such that each grouping carries its own beat."²⁰ The term "syllable" refers to a sequence of speech sounds that has a peak and the syllabic sound is considered its functional crest. Usually vowels are syllabic and consonants are non-syllabic, but certain consonants, such as nasals, laterals and vibrants may be both, e.g., /m, n, l, r/. Syllables ending in a consonant are called closed syllables, and syllables ending in a vowel are called open syllables.

Words may be classified according to the numbers of syllables in them. The decision as to the exact

¹⁹Kenneth L. Pike, Phonemics (Ann Arbor: The University of Michigan Press, 1947), p. 60.

²⁰Smalley, op. cit., p. 151.

syllable division is, however, not always easy to arrive at. A consonant between two syllables may be described as belonging to either. But commonly "single intervocalic consonants within a word are assigned to the following vowel (v-cv, not vc-v). This is done principally on the distributional grounds that cv is in all languages a commoner sequence than vc."²¹ Languages exhibit different types of syllable structure and each places emphasis on certain types of syllable structure and has its own rules.²²

Part II

Syrian Arabic Word Stress

Word stress in Arabic has no phonemic status; it can be automatically located when the word is known. The introduction of the patterns of a fixed word stress can be elucidated by the following statement: "A tendency towards its [word stress] stabilization and determination by the quantitative - rhythmic structure of the word existed

²¹Robins, op. cit., p. 138.

²²R.H. Robins, Ibid., p. 139.

and created in some bodouin dialects a fixed stress, at least in words of certain types. After the Islamic conquest and the subsequent Arabisation of the areas of old culture in Egypt, Syria-Palestine, and Iraq, a pattern of stress stabilized according to well defined rules developed in these areas."²³ It is important to remember what has been already mentioned: that in Arabic there are three word stress degrees: primary stress, secondary stress and weak stress.

Since "the spoken Arabic of Damascus is much like that of other cities in the western parts of Syria and in Palestine and Lebanon, from a practical standpoint all the urban dialects of "the Syrian area" . . . may be considered variants of one language which we call "Syrian Arabic".²⁴ The present work aims at describing Syrian Arabic word stress as it is used in conversation by educated Syrians, and particularly by inhabitants of Damascus.²⁵

²³Harris Birkland, Stress Patterns in Arabic (Oslo: Ikkommisjon Has Jacob Dybwad, 1954), p. 29.

²⁴Mark W. Cowell, A Reference Grammar of Syrian Arabic (Washington D. C: Georgetown University Press, 1964), p. vii.

²⁵The writer used herself as the informant.

Following are the word stress patterns of Syrian Arabic:

A. Short syllables

1. Monosyllabic words

	English
/'ʔab/	"father"
/'kam/	"how many"
/'laʔ/	"no"
/'ʔax/	"brother"
/'lah/	"stop, no"

2. Polysyllabic words

/'ʔan.a/	"I"
/'sam.a/	"sky"
/'ʔab.ad.an/	"not at all"
/'ʔm.al.i/	"my hope"
/'ʔab.'ad.a/	"he adored her"

Descriptive statement. An analysis of the above lists of words reveals that a word with one short syllable takes a primary stress; but if a word has two or more short syllables, the primary stress falls on the first syllable and the others take weak stresses. However, if the last syllable /a/ stands for the third person singular feminine /ha/ , the primary stress falls on the second syllable.

B. Long syllables

1. Monosyllabic words

	English
/'raak/	"he went"
/'9aRD/	"width"
/'Tuul/	"length"
/'faRD/	"duty"
/'xaal/	"uncle"

2. Polysyllabic words

/,naam.'uus/	"code"
/,faan.'uus/	"lantern"
/,naaT.'uur/	"gateman"
/,naDD.,aaR.'aat/	"eye glasses"
/,sarr.,aa.'iin/	"thieves"

Descriptive statement. An analysis of the above lists of words reveals that a word with one long syllable takes a primary stress; but if a word has two or more long syllables, a primary stress falls on the last syllable and the others take secondary stresses.

C. Combination of short and long syllables

1. Disyllabic and trisyllabic words

	English
/sal.'aam/	"greeting"

/'haa m.i/	"hot"
/'naaw.al.u/	"he handed him"
/,Taab.'aat.i/	"my balls"
/,ša9r.'aat.i/	"my hair"

2. Four syllable words

/,tilm.,iiz.'itn.a/	"our student"
/mal.,aa9.'ibk.un/	"your (pl.) playgrounds"
/šar.,aaš.'ifn.a/	"our sheets"
/,madr.as.'itk.un/	"your (pl.) school"
/mak.,aat.'ibn.a/	"our offices"

Descriptive statement. An analysis of the above lists of words reveals that if a word contains two or three long and short syllables, the primary stress falls on the last long syllable; other long syllables take secondary stresses and short syllables take weak stresses. If a word contains four long and short syllables, the third syllable takes a primary stress, other long syllables take secondary stresses, and all short syllables take weak stresses.

3. Five syllable words

/,?ixt.ir.,aa9.'aat.i/	English "my inventions"
/,?int.iS.,aar.'aat.na/	"our victories"

/,SayD.al.,iyy.'aat.na/	"our pharmacies"
/,ʔiħt.iy.,aaž.'aat.na/	"our needs"
/,ʔist.,ifs.,aar.'aat.na/	"our questionings"

Descriptive statement. An analysis of the above list of words reveals that if a word contains five syllables, the primary stress falls on the last long syllable, other long syllables take secondary stresses and all short syllables take weak stresses.

Such an examination indicates, therefore, that stress in Arabic is predictable. It is fixed to a certain syllable according to mechanical rules. Three degrees of loudness are illustrated in Syrian Arabic word stress. They are:

- /ˈ/ primary stress
- /,/ secondary stress
- / / weak stress (no mark).

A fixation of Arabic word stress depends on syllable structure and the number of syllables the word has. All monosyllabic words with short or long syllables receive primary stress. Words consisting of both long and short syllables, primary stress or secondary stress

falls on long syllables while short syllables receive weak stresses.

Part III

American English word stress

English is "a stress language," that is, each word preserves its word stress pattern when it is used in a sentence. It is worth remembering that English stress is unpredictable and has the power to distinguish meanings; the syllable is its minimum unit, and stress is considered its quality. It is also important to recall that each word in English containing more than one syllable has a specific stress pattern. Most commonly one of the syllables will have a stronger stress than the rest; ". . . words of more than one syllable have an inherent stress pattern in that one and the same syllable always has stronger stress than any other."²⁶

For the identification and discussion of American English word stress, the following procedure is convenient:

²⁶Kurath, op. cit., p. 140.

1. Monosyllable-disyllable words

"act"	/ˈækt/	"acter"	/ˈækt.ər/
"part"	/ˈpɑrt/	"partner"	/ˈpɑrt.nər/
"fool"	/ˈfuwl/	"foolish"	/ˈfuwl.liʃ/
"come"	/ˈkəm/	"comer"	/ˈkəm.ər/
"but"	/ˈbət/	"butter"	/ˈbət.ər/

Descriptive statement. An analysis of the above list of pairs of monosyllable-disyllable words, when spoken alternately, reveals that monosyllable words have a primary stress when spoken in isolation.

2. Disyllable words

	nouns	verbs
"insert"	/ˈin.sərt/	/in.ˈsərt/
"protest"	/ˈpro.test/	/prə.ˈtest/
"record"	/ˈre.kərd/	/ri.ˈkərd/
"insult"	/ˈin.səlt/	/in.ˈsəlt/
"rebel"	/ˈre.bəl/	/ri.ˈbel/

Descriptive statement. An analysis of the above list of pairs of words, when spoken by an American, reveals that there are two types of stress, namely, primary and weak stresses. These pairs of otherwise identical spoken

words are differentiated by stress position, i.e. primary stress falls on the first syllable when they are used as nouns, and the second syllable takes a weak stress; but primary stress falls on the second syllable when they are used as verbs, and the initial syllable takes a weak stress. These pairs prove the phonemic status of the two stress phonemes --primary and weak-- within one word.

3. Polysyllable words

"personnel"	/,pəʀ.sə.'nel/
"elementary"	/,el.ə.'men.tə.ri/
"examination"	/ig.,zɛ.mə.'neɪʃ.ən/
"principality"	/,prin.sə.'pɹ.li.ti/
"photograph"	/'fo.təg.,rɹf/

Descriptive statement. An analysis of the above list of words, as spoken by an American, reveals three degrees of stress: the two are already established levels of stress --weak and primary-- and the third is another level intermediate between the primary and weak stresses; it is called secondary stress.

Thus, three degrees of loudness are illustrated in the American word stress system. They are:

- / ' / primary stress
- / , / secondary stress
- / / weak stress (no mark)

It is noteworthy that in every word there is a primary stress, but not every word has the three levels of stress. As Heffner says: "There is no problem as to the incidence of major stress on a monosyllable. Whatever stress the word has is centered in the release of its one syllable. Words of more than one syllable may have a stress pattern which is quite as much a part of the total pattern as any of the component articulations. For disyllabic words it is often sufficient to distinguish between stressed and unstressed syllables; for polysyllabic words it is often necessary to distinguish between primary (or full), secondary (or half), and minimal stress."²⁷

As we have said before, to give any certain rules for the location of stress in long words is impossible. "There are no infallible rules for determining which syllable of a word should be stressed,"²⁸ but the following

²⁷Heffner, op. cit., p. 226.

²⁸Prator, op. cit., p. 18.

hints and observations made in this respect by Prator,²⁹
Kurath,³⁰ Christophersen³¹ and Friederich,³² may be
of help:

1. The majority of disyllabic words are stressed on
the first syllable e.g. "ever" /'evər/; but

a. Verbs, nouns and adjectives compounded with
prefixes are stressed on the second syllable,
e.g.

"admit"	/əd.'mit/
"expense"	/iks.'pens/
"insane"	/in.'seɪn/

b. Verbs, nouns and adjectives compounded with
suffixes are stressed on the first syllable, e.g.

"hated"	/'hey.tɪd/
"reader"	/'ri:ɪ.dər/
"careless"	/'ker.ləs/

2. Some pairs of similar spoken words, used both as
nouns and verbs, are distinguished by different primary

²⁹Ibid., pp. 18-19.

³⁰Kurath, op. cit., pp. 156-169.

³¹Christophersen, op. cit., pp. 156-169.

³²Friederich, op. cit., pp. 5-13.

stress position. The pattern of the verb contrasts with that of the noun, e.g.

"contract" /'kən.trɒkt/ as a noun
 /kən.'trɒkt/ as a verb

3. Nouns, adjectives, and adverbs derived from complex verbs retain the end stress of the verb, e.g.

"forget" /fə'r.'get/ , /fə'r.'get.fəl/ , /fə'r.'get.fəl.nəs/

4. Trisyllabic words are stressed on the first syllable, e.g. "property" /'prɒ.pə'r.ti/

Exceptions to this pattern are words in which the ending attracts the stress to be located on the middle, e.g.

"already" /ə'l.'re.di/

and as in the case of verbs compounded with a prefix, e.g.

"develop" /dɪ.'ve.ləp/

5. Polysyllabic words are stressed on the third from the last, e.g.

"democracy" /di.'mɒk.rə.si/

6. In the reflexive pronouns the primary stress is always located on the last syllable, e.g.

"herself" /hɜr.'self/

7. Endings determining the position of primary stress:

a. -ic, -ics, -ical, -id, -ish, -it, -ity, -iate,
-cient, -ual, -sive, -ion (generally -tion or
-sion); these endings cause the primary stress
to be located on the syllable immediately preceding.

b. -ain (in verbs), -ee (in nouns), -oon, -ique,
-eer, -esque, -teen; these are stressed on the
last syllable.

c. -ate causes the primary stress to fall on the
third syllable from the end. But if a word ending
in -ate is disyllabic, the stress falls on the second
syllable if it is a verb, and on the first syllable
if it is a noun.

CHAPTER III

THE WORD STRESS PROBLEMS INVOLVED

Part I of this chapter presents an analysis of the first two thousand words in Thorndike's Teacher's Word Book of 20,000 Words, with a view to determining how these words tend to be pronounced by Arabs, by applying Arabic stress patterns to them. The value of such an analytical study is to pinpoint the difficulties that Arab students are assumed to face in learning American English word stress.

Part II includes a supplementary word list of the compound words found in the Allen and Cooke series (Books I, II, and III) with the problem words asterisked.

Part III lists, in alphabetical order, the complete inventory of problem words. It starts with a statistical tabulation of the word stress problems in each of the 500-word sections followed by another statistical tabulation of the compound word stress problems in each of the Allen and Cooke books.

In order to determine the stress problems that Thorndike's first two thousand words present to Arab

students, the following procedure is used: The non-mono-syllabic words are listed in alphabetical groups of 500 according to the frequency and range of their occurrence.¹ Each page of the following material is divided into five columns. Column I contains the English words, conventionally spelled, with the primary stress marked on the onset of the stressed syllable; column II contains the phonemic transcription of the words; column III contains the consonant-vowel sequence of the words for the determination of their syllabic structure; column IV contains the English words, also conventionally spelled, but with the primary stress placed on the syllable that Arab students tend to put it on; and column V contains an alphabetical listing of the English words that present a primary stress problem to Arab students.

¹Nouns and adjectives which are in contrast with each other or with verbs merely by changing the stress pattern of the word are added.

Part I

An analysis of the non-monosyllabic words in Thorndike's count
The first five hundred words

From ABOUT to BECOME

I	II	III	IV	V
Word	Phonemic transcription	Syllabic structure	Arabic pronunciation	Problem Word
a'bout	əbawt	vc.vvc	a'bout	----
a'bove	əbəv	vc.vc	'above	*above
a'cross	əkros	vcc.vvc	a'cross	----
'after	æftər	vvc.cvc	'after	----
a'gain	əgeyn	vc.vvc	a'gain	----
a'gainst	əgeynst	vc.vvccc	a'gainst	----
al'most	əlmowst	vvc.cvvcc	al'most	----
a'lone	əlown	vc.vvc	a'lone	----
a'long	əlɔŋ	vc.vvc	a'long	----
'also	əlsow	vvc.cvv	al'so	also
'always	əlwəz	vvc.cvc	'always	----
a'mong	əmɔŋ	vc.vvc	a'mong	----
an'other	ənəðər	vc.vc.vc	'another	another
'answer	ænsər	vvc.cvc	'answer	----
'any	eni	vc.v	'any	----
'apple	æpəl	vvc.vc	'apple	----
a'round	ərawnd	vc.vvcc	a'round	----
a'way	əwey	vc.vv	a'way	----
'beautiful	byutəfəl	ccvc.vc.vc	'beautiful	----
be'cause	bikəz	cvc.vvc	be'cause	----
be'come	bikəm	cvc.vc	'become	become

*The asterisked word is not, judging from my own personal teaching experience, as difficult for Arab students to pronounce as the others, probably because the second syllable is often lengthened.

From BEFORE to GIVEN

be'fore	bifowr	cvc.vvc	be'fore	----
be'gin	bigin	cvc.vc	'begin	begin
be'hind	bihaynd	cvc.vvcc	be'hind	----
'being	biyiŋ	cvc.vc	'being	----
be'lieve	biliyv	cvc.vvc	be'lieve	----
'better	betər	cvc.vc	'better	----
be'tween	bətwiyn	cvcc.vvc	be'tween	----
'body	badi	cvvc.v	'body	----
'carry	kəri	cvvc.v	'carry	----
'certain	sərtən	cvcc.vc	'certain	----
'children	čildrən	cvcc.cvc	'children	----
'city	siti	cvd.v	'city	----
'color	kələr	cvc.vc	'color	----
'company	kəmpəni	cvcc.vc.v	'company	----
'country	kəntri	cvcc.cv	'country	----
'cover	kəvər	cvc.vc	'cover	----
'during	dyuriŋ	ccvc.vc	'during	----
'early	ərli	vcc.v	'early	----
e'nough	inəf	vc.vc	'enough	enough
'even	iyvən	vvc.vc	'even	----
'ever	evər	vc.vc	'ever	----
'every	evri	vcc.v	'every	----
'family	fəmi 	cvvc.vc.v	'family	----
'father	fəʃər	cvvc.vc	'father	----
'flower	flawər	ccvvc.vc	'flower	----
'follow	fəlow	cvvc.vv	fol'low	follow
'garden	gərdən	cvvc.cvc	'garden	----
'general	genərəl	cvc.vc.vc	'general	----
'given	givən	cvc.vc	'given	----

From HAPPY to PRESENT

'happy	hæpi	cvvc.v	'happy	----
'heavy	hevi	cvc.v	'heavy	----
him'self	himself	cvcc.vcc	him'self	*himself
'hundred	hændred	cvcc.cvc	'hundred	----
'into	intə	cvc.v	'into	----
'better	betər	cvc.vc	'better	----
'little	litəl	cvc.vc	'little	----
'many	meni	cvc.v	'many	----
'measure	meʒər	cvc.vc	'measure	----
'money	məni	cvc.v	'money	----
'morning	mɔrnɪŋ	cvvc.cvc	'morning	----
'mother	məðər	cvc.vc	'mother	----
'mountain	mawntən	cvvc.cvc	'mountain	----
'never	nəvər	cvc.vc	'never	----
'nothing	nəθɪŋ	cvc.vc	'nothing	----
'number	nəmber	cvcc.vc	'number	----
'often	ɔfən	vvc.vc	'often	----
'only	ɔnli	vvc.cv	'only	----
'open	ɔpən	vvc.vc	'open	----
'order	ɔrdər	vvc.cvc	'order	----
'other	əðər	vc.vc	'other	----
'over	ɔvər	vvc.vc	'over	----
'paper	peɪpər	cvvc.vc	'paper	----
'people	piypəl	cvvc.vc	'people	----
'person	pərsən	cvcc.vc	'person	----
'power	paʊər	cvvc.vc	'power	----
'present(n)	prezənt	ccvc.vcc	pre'sent	present
pre'sent(v)	prɪzənt	ccvc.vcc	pre'sent	----

*The reflexive pronouns which theoretically present no problem are still pronounced wrongly by Arabs probably because they learn objective pronouns first or because of the way they learn these pronouns in lists emphasizing the contrastive portions of them.

From PRETTY to WINDOW

'pretty	pɹɪtɪ	cvvc.v	'pretty	----
'ready	ɹedi	cvc.v	'ready	----
'reason	ɹiɹzən	cvvc.vc	'reason	----
re'ceive	ɹisiɹv	cvc.vvc	re'ceive	----
re'main	ɹimeɹn	cvc.vvc	re'main	----
re'member	ɹimembər	cvc.vcc.vc	re'member	----
'river	ɹɪvər	cvc.vc	'river	----
'second	sekənd	cvc.vcc	sec'ond	second
'several	sevərəl	cvc.vc.vc	'several	----
'silver	sɪlvər	cvcc.vc	'silver	----
'sister	sɪstər	cvcc.vc	'sister	----
'soldier	səlɹər	cvvc.cvc	'soldier	----
'something	səmθɪŋ	cvcc.vc	'something	----
'sometime	səmtaɹm	cvcc.vvc	some'time	sometime
'story	stɹɪ	ccvvc.v	'story	----
'summer	səmər	cvc.vc	'summer	----
'table	teɹbəl	cvvc.vc	'table	----
'thousand	θawzənd	cvvc.vcc	thou'sand	thousand
to'day	tədeɹ	cvc.vv	to'day	----
to'gether	təgeθər	cvc.vc.vc	'together	together
'under	əndər	vcc.vc	'under	----
un'til	əntɪl	vcc.vc	'until	until
up'on	əpən	vc.vc	'upon	upon
'upper	əpər	vc.vc	'upper	----
'very	vɛɹɪ	cvc.v	'very	----
'visit	vɪzɪt	cvc.vc	'visit	----
'water	wɹtər	cvvc.vc	'water	----
'window	wɪndəw	cvcc.vv	win'dow	window

From WINTER to WOMAN

'winter	wintər	cvcc.vc	'winter	----
with'out	wiðawt	cvc.vvc	with'out	----
'woman	wumən	cvc.vc	'woman	----

The second five hundred words

From ABLE to BEGAN

'able	eybəl	vvc.vc	'able	----
ac'count	əkawnt	vc.vvcc	ac'count	----
a'fraid	əfrejd	vcc.vvc	a'fraid	----
a'go	əgɔw	vc.vv	a'go	----
al'low	əlɔw	vc.vv	al'low	----
al'ready	əlredi	vcc.vc.v	'already	already
al'though	əlθɔw	vcc.vv	al'though	----
A'merican	əmerəkən	vc.vc.vc.vc	A'merican	----
a'mount	əmawnt	vc.vvcc	a'mount	----
'animal	ənəməl	vvc.vc.vc	'animal	----
'anything	eniθiŋ	vc.vc.vc	'anything	----
after'noon	æftərnuwn	vcc.vcc.vvc	after'noon	----
ap'pear	əpir	vc.vc	'appear	appear
'army	armi	vvc.cv	'army	----
ar'rive	ərayv	vc.vvc	ar'rive	----
'article	artəkəl	vvc.cvc.vc	'article	----
at'tend	ətend	vc.vcc	at'tend	----
'baby	beybi	cvvc.v	'baby	----
'basket	bæskit	cvvc.cvc	'basket	----
'battle	bætəl	cvvc.vc	'battle	----
'beauty	byuti	ccvc.v	'beauty	----
be'gan	bigən	cvc.vvc	be'gan	----

From BELONG to DESTROY

be'long	bilɔŋ	cvc.vvc	be'long	----
be'side	bisayd	cvc.vvc	be'side	----
'breakfast	brekfəst	ccvcc.vcc	break'fast	breakfast
'broken	browkən	ccvvc.vc	'broken	----
'building	bildiŋ	cvcc.vc	'building	----
'business	biznəs	cvcc.vc	'business	----
'busy	bizi	cvc.v	'busy	----
'butter	bətər	cvc.vc	'butter	----
'cannot	kənət	cvvc.vc	'cannot	----
'captain	kæptən	cvvc.cvc	'captain	----
'careful	kerfəl	cvvc.cvc	'careful	----
'center	sentər	cvcc.vc	'center	----
'Christmas	krisməs	ccvcc.vc	'Christmas	----
'circle	sərkəl	cvcc.vc	'circle	----
'coming	kəmiŋ	cvc.vc	'coming	----
com'mand	kəmænd	cvc.vvcc	com'mand	----
'common	kamən	cvvc.vc	'common	----
com'plete	kəmpliyt	cvcc.cvvc	com'plete	----
con'dition	kəndiʃən	cvcc.vc.vc	'condition	condition
con'tain	kənteyn	cvcc.vvc	con'tain	----
con'tinue	kəntinyu	cvcc.vcc.v	con'tinue	----
'corner	kɔrnər	cvvc.cvc	'corner	----
'daughter	dətər	cvvc.vc	'daughter	----
de'cide	disayd	cvc.vvc	de'side	----
de'mand	dimænd	cvc.vvcc	de'mand	----
de'light	dilayt	cvc.vvc	de'light	----
de'sire	dizayr	cvc.vvc	de'sire	----
de'stroy	distrɔy	cvcc.cvv	de'stroy	----

From DIFFERENCE to FAVOR

'difference	difrəns	cvcc.vcc	differ'ence	difference
'different	difrənt	cvcc.vcc	differ'ent	different
'dinner	dinər	cvc.vc	'dinner	----
di'rect	direkt	cvc.vcc	di'rect	----
dis'cover	diskəvər	cvcc.vc.vc	'discover	discover
'distance	distəns	cvcc.vcc	dis'tance	distance
di'vide	divayd	cvc.vvc	de'vide	----
'doctor	daktər	cvvc.cvc	'doctor	----
'double	dəbəl	cvc.vc	'double	----
'duty	dyuti	ccvc.v	'duty	----
'easy	iyzi	vvc.v	'easy	----
'either	iyʒər	vvc.vc	'either	----
'enemy	enəmi	vc.vc.v	'enemy	----
'England	inglənd	vcc.evcc	Eng'land	England
'English	ingliš	vcc.evc	'English	----
en'joy	injɔj	vcc.vv	en'joy	----
'enter	entər	vcc.vc	'enter	----
en'tire	entayr	vcc.vvc	en'tire	----
'equal	iykwəl	vvc.cvc	'equal	----
es'cape	eskeyp	vcc.vvc	es'cape	----
'evening	iyvniŋ	vvc.cvc	'evening	----
'everything	evriəiŋ	vcc.vc.vc	'everything	----
ex'cept	iksept	vcc.vcc	ex'cept	----
ex'press	ikspress	vcc.ccvc	'express	express
ex'tend	ikstend	vcc.cvcc	ex'tend	----
'famous	feyməs	cvvc.vc	'famous	----
'farmer	farmər	cvvc.cvc	'farmer	----
'favor	feyvər	cvvc.vc	'favor	----

From FELLOW to INDIAN

'fellow	felow	cvc.vv	fel'low	fellow
'figure	figər	cvc.vc	'figure	----
'finger	fiŋər	cvcc.vc	'finger	----
'finish	finiʃ	cvc.vc	'finish	----
'following	fə'loʊɪŋ	cvvc.vc.vc	'following	----
for'get	fərget	cvcc.vc	'forget	forget
'former	fɔrmər	cvvc.cvc	'former	----
'forward	fɔrwərd	cvvc.cvcc	for'ward	forward
'gather	gæθər	cvvc.vc	'gather	----
'gentle	gentəl	cvcc.vc	'gentle	----
'gentleman	gentəlmən	cvcc.vcc.vc	gen'tleman	gentleman
'going	gəʊɪŋ	cvc.vc	'going	----
'golden	gəʊldən	cvvc.cvc	'golden	----
'government	gəvənmənt	cvc.vcc.vcc	govern'ment	government
'happen	hæpən	cvvc.vc	'happen	----
'heaven	hevən	cvc.vc	'heaven	----
her'self	hɜrsɛlf	cvcc.vcc	her'self	*herself
'honor	ənər	vvc.vc	'honor	----
how'ever	haʊevər	cvc.vc.vc	'however	however
'hurry	hʌri	cvc.v	'hurry	----
'husband	hʌzbænd	cvcc.vcc	hus'band	husband
im'portant	ɪmpɔrtənt	vcc.vvc.cvcc	impor'tant	important
'increase(n)	ɪnkriys	vcc.cvvc	in'crease	increase
in'crease(v)	ɪnkriys	vcc.cvvc	in'crease	----
in'deed	ɪndiɪd	vcc.vvc	in'deed	----
'Indian	ɪndiən	vcc.cvc	'Indian	----

* See page 48.

From INSTEAD to NATURE

in'stead	insted	vcc.cvc	'instead	instead
'interest	intərəst	vcc.vc.vcc	inter'est	interest
'iron	əyən	vc.vc	'iron	----
'island	aylənd	vvc.vcc	is'land	island
'journey	ǰərnɪ	cvcc.v	'journey	----
'labor	leybər	cvvc.vc	'labor	----
'lady	leydi	cvvc.v	'lady	----
'lesson	lesən	cvc.vc	'lesson	----
'lion	layən	cvc.vc	'lion	----
'listen	lisən	cvc.vc	'listen	----
'lower	lowər	cvc.vc	'lower	----
'manner	mənər	cvvc.vc	'manner	----
'market	markət	cvvc.cvc	'market	----
'master	məstər	cvvc.cvc	'master	----
'member	membər	cvcc.vc	'member	----
'middle	midəl	cvc.vc	'middle	----
'minute	minət	cvc.vc	'minute	----
'moment	moʊmənt	cvvc.vcc	mo'ment	moment
Mr('Mister)	mɪstər	cvcc.vc	Mr('Mister)	----
'Mrs(1st.syl- lable)	mɪsɪs	cvc.vc	'Mrs(1st.syl- lable)	----
'music	myuʊzɪk	ccvvc.vc	'music	----
my'self	maɪself	cvvc.vcc	my'self	*myself
'narrow	nəroʊ	cvvc.vv	nar'row	narrow
'nation	neɪʃən	cvvc.vc	'nation	----
'natural	nætʃərəl	cvvc.vc.vc	'natural	----
'nature	neɪtʃər	cvvc.vc	'nature	----

* See page. 48.

From NECESSARY to QUIET

'necessary	nesəseri	cvc.vcvvc.v	nec'essary	necessary
'neighbor	neybər	cvvc.vc	'neighbor	----
'neither	niyǰər	cvvc.vc	'neither	----
New'York	nyuyɔrk	ccvc.vvcc	New'York	----
'notice	nowtis	cvvc.vc	'notice	----
'object(n)	abʃikt	vvc.cvcc	ob'ject	object
ob'ject(v)	abʃekt	vcc.vcc	ob'ject	----
'ocean	owšən	vvc.vc	'ocean	----
'offer	ɔfər	vvc.vc	'offer	----
'office	ɔfis	vvc.vc	'office	----
'officer	ɔfəsər	vvc.vc.vc	'officer	----
out'side	awtsayd	vvc.cvvc	out'side	----
'party	parti	cvvc.cv	'party	----
'perfect	pərfekt	cvcc.vcc	per'fect	perfect
per'haps	pərhəps	cvcc.vvcc	per'haps	----
'picture	pikčər	cvcc.vc	'picture	----
'pleasant	plezənt	ccvc.vcc	pleas'ant	pleasant
'pleasure	pležər	ccvc.vc	'pleasure	----
'possible	pasibəl	cvvc.vc.vc	'possible	----
'practive	prəktəs	ccvvc.cvc	'practice	----
pre'pare	priper	ccvc.vvc	pre'pare	----
'promise	pramis	ccvvc.vc	'promise	----
'proper	prapər	ccvvc.vc	'proper	----
'public	pəblik	cvcc.vc	'public	----
'purpose	pərpəs	cvcc.vc	'purpose	----
'quarter	kwɔrtər	ccvvc.cvc	'quarter	----
'question	kwesčən	ccvcc.vc	'question	----
'quiet	kwayət	ccvc.vc	'quiet	----

From RAPID to SUPPOSE

'rapid	ræpid	cvvc.vc	'rapid	----
'rather	ræðr	cvvc.vc	'rather	----
'real	riyəl	cvc.vc	'real	----
re'ply	riplay	cvcc.vv	re'ply	----
re'port	ripowrt	cvc.vvcc	re'port	----
re'quire	rikwayr	cvcc.vvc	re'quire	----
re'turn	ritərn	cvc.vcc	re'turn	----
'season	siyzən	cvvc.vc	'season	----
'separate	sepəreyt	cvc.vc.vvc	sepa'rate	separate
'service	sərvɪs	cvcc.vc	'service	----
'settle	setəl	cvc.vc	'settle	----
'seven	sevən	cvc.vc	'seven	----
'shoulder	ʃəuldər	cvvc.cvc	'shoulder	----
'simple	sɪmpəl	cvcc.vc	'simple	----
'single	sɪŋgəl	cvcc.vc	'single	----
'spirit	spɪrɪt	ccvc.vc	'spirit	----
'station	steɪʃən	ccvvc.vc	'station	----
'study	stədi	ccvc.v	'study	----
'subject(n)	səbjɪkt	cvcc.vcc	sub'ject	subject
sub'ject(v)	səbjekt	cvcc.vcc	sub'ject	----
'sudden	sədən	cvc.vc	'sudden	----
'suffer	səfər	cvc.vc	'suffer	----
'sugar	ʃugər	cvc.vc	'sugar	----
sup'ply	səplay	cvcc.vv	sup'ply	supply
sup'pose	səpəwz	cvc.vvc	sup'pose	----

From SURPRISE to YESTERDAY

sur'prise	səpɹəɪz	cvcc.cvvc	sur'prise	----
'teacher	ti:tʃər	cvvc.vc	'teacher	----
them'selves	ðəmselfz	cvcc.vccc	'them selves	*themselves
'therefore	ðəfər	cvcc.vvc	there'fore	therefore
to'morrow	təməʊ	cvc.vvc.vv	tomor'row	tomorrow
to'wards	təwɔ:dz	cvc.vvccc	to'wards	----
'travel	trævəl	ccvvc.vc	'travel	----
'trouble	trəʊbl	ccvc.vc	'trouble	----
'twenty	twenti	ccvcc.v	'twenty	----
'uncle	ʌŋkəl	vcc.vc	'uncle	----
under'stand	ʌndərstænd	vcc.vcc.cvvc	under'stand	----
u'nite	yunayt	cvc.vvc	u'nite	----
'usual	yuzuwəl	cvc.vc.vc	'usual	----
'valley	væli	cvvc.v	'valley	----
'value	væliju	cvvc.cv	'value	----
'village	viləʃ	cvc.vc	'village	----
'weather	weðər	cvc.vc	'weather	----
'whether	weðər	cvc.vc	'whether	----
with'in	wiðin	cvc.vc	'within	within
'wonder	wəndər	cvcc.vc	'wonder	----
'wonderful	wəndərfəl	cvcc.vcc.vc	won'derful	wonderful
yellow	jeləʊ	cvc.vv	yel'low	yellow
'yesterday	jestərdeɪ	cvcc.vcc.vv	yester'day	yesterday

* See page 48.

The third five hundred words

From ACCEPT to BITTER

ac'cept	əksept	vcc.vcc	ac'cept	----
ac'cording	əkɔrdɪŋ	vc.vvc.cvc	ac'cording	----
ad'dress(v)	ədres	vcc.vc	'address	address
'address(n)	ədres	vvc.cvc	'address	----
ad'vance	ədvʌns	vcc.vvcc	ad'vance	----
ad'vantage	ədvantəʃ	vcc.vvc.cvc	ad'vantage	----
'afterwards	æftərwɔrdz	vvc.cvcc.vccc	after'wards	afterwards
a'gree	əgrɪ	vcc.vv	a'gree	----
a'live	əleɪv	vc.vvc	a'live	----
A'merica	əmerɪkə	vc.vc.vc.v	A'merica	-----
'ancient	eynʃənt	vvc.cvcc	an'cient	ancient
'angel	eynʃəl	vvc.cvc	'angel	----
'anger	æŋgə	vvc.cvc	'anger	----
'angry	æŋgrɪ	vvc.ccv	'angry	----
a'part	əpɑ:t	vc.vvcc	a'part	----
ap'ply	əpleɪ	vcc.vv	ap'ply	----
ap'point	əpɔɪnt	vc.vvcc	ap'point	----
ap'proach	əpraʊtʃ	vcc.vvc	ap'proach	----
'April	eyprəl	vvc.cvc	'April	----
a'sleep	əsli:p	vcc.vvc	a'sleep	----
at'tempt	ətɛmpt	vc.vccc	at'tempt	----
'August	əgəst	vvc.vcc	Au'gust	August
a'wake	əweɪk	vc.vvc	a'wake	----
be'came	bɪkeɪm	cvc.vvc	be'came	----
be'hold	bɪhaʊld	cvc.vvcc	be'hold	----
be'neath	bɪni:ə	cvc.vvc	be'neath	----
'bitter	bɪtə	cvc.vc	'bitter	----

From BLOSSOM to CURTAIN

'blossom	blasəm	ccvvcvc	'blossom	----
'border	bɔrdəɹ	cvvc.cvc	'border	----
'battle	batəl	cvvc.vc	'bottle	----
'bury	bəri	cvc.v	'bury	----
'carriage	kəriʃ	cvvc.vc	'carriage	----
'castle	kɔsəl	cvvc.vc	'castle	----
'cattle	kɔtəl	cvvc.vc	'cattle	----
'chamber	čeymbəɹ	cvvc.cvc	'chamber	----
'character	kəɹəktəɹ	cvvc.vcc.vc	char'acter	character
'chicken	čikən	cvc.vc	'chicken	----
'coffee	kafi	cvvc.v	'coffee	----
'college	kaleʃ	cvvc.vc	'college	----
'comfort	kəmfəɹt	cvcc.vcc	com'fort	comfort
com'panion	kəmpənyən	cvcc.vvc.cvc	com'panion	----
com'pare	kəmpəɹ	cvcc.vvc	'com'pare	----
con'nect	kənekt	cvc.vcc	con'nect	----
con'sent	kənsent	cvcc.vcc	con'sent	----
con'sider	kənsidəɹ	cvcc.vc.vc	'consider	consider
'constant	kanstənt	cvvc.ccvcc	con'stant	constant
'content(n)	kəntent	cvvc.cvcc	con'tent	content
con'tent(adj)	kəntent	cvcc.vcc	con'tent	----
'copy	kəpi	cvvc.v	'copy	----
cor'rect	kərekt	cvc.vcc	cor'rect	----
'cotton	kətən	cvvc.vc	'cotton	----
'cousin	kəzən	cvc.vc	'cousin	----
'creature	kriyčəɹ	ccvvc.vc	'creature	----
'cruel	kruwəl	ccvc.vc	'cruel	----
'curtain	kəɹtən	cvcc.vc	'curtain	----

From CUSTOM to EXACT

'custom	kəstəm	cvcc.vc	'custom	----
'danger	deynjər	cvvc.cvc	'danger	----
'darkness	darknəs	cvvc.ccvc	'darkness	----
De'cember	disembər	cvc.vcc.vc	De'cember	----
de'clare	dikler	cvcc.vvc	de'clare	----
de'gree	digriy	cvcc.vv	de'gree	----
de'lay	diley	cvc.vv	de'lay	----
de'liveɹ	dilivər	cvc.vc.vc	'deliver	deliver
de'part	dipart	cvc.vvcc	de'part	----
de'scribe	diskrayb	cvcc.cvvc	de'scribe	----
'desert(n)	dezərt	cvc.vcc	de'sert	desert
de'sert(v)	dizərt	cvc.vcc	de'sert	----
'diamond	daymænd	cvvc.vcc	dia'mond	diamond
'difficult	difikəlt	cvc.vc.vcc	diffic'ult	difficult
di'rection	direkšən	cv.vcc.vc	di'rection	----
'distant	distənt	cvcc.vcc	dis'tant	distant
'dollar	dalər	cvvc.vc	'dollar	----
'dozen	dʒzən	cvc.vc	'dozen	----
ef'fect	ifekt	vc.vcc	ef'fect	----
e'lect	ilekt	vc.vcc	e'lect	----
em'ploy	implɔy	vcc.cvv	em'ploy	----
'empty	empti	vcc.cv	'empty	----
es'pecial	espeʃəl	vcc.vc.vc	'especial	especial
es'tablish	estəbliʃ	vcc.vvc.cvc	es'tablish	----
'Europe	yurəp	cvc.vc	'Europe	----
e'vent	ivent	vc.vcc	e'vent	----
'evil	iyvəl	vvc.vc	'evil	----
ex'act	igzəkt	vcc.vvcc	ex'act	----

From EXAMPLE to GOVERNER

ex'ample	igzæmpəl	vcc.vvc.cvc	ex'ample	----
'excellent	eksəlɒnt	vcc.vc.vcc	excel'lent	excellent
ex'perience	ikspiɹyɹəns	vcc.cvvc.cvcc	experi'ence	experience
ex'plain	ikspleyn	vcc.ccvvc	ex'plain	----
'faithful	feyəfəl	cvvc.cvc	'faithful	----
'fancy	fænsi	cvvc.cv	'fancy	----
'farther	farðər	cvvc.cvc	'farther	----
'fashion	fæʃən	cvvc.vc	'fashion	----
'feather	feðər	cvc.vc	'feather	----
'feeling	fiylin	cvvc.vc	'feeling	----
fif'teen	fiftiyn	cvcc.vvc	fif'teen	----
'fifty	fifti	cvcc.v	'fifty	----
'final	faynəl	cvvc.vc	'final	----
'finally	faynəli	cvvc.vc.v	'finally	----
'foreign	fɔrən	cvvc.vc	'foreign	----
'fortune	fɔrčən	cvvc.evc	'fortune	----
'forty	fɔrti	cvvc.cv	'forty	----
'freedom	friydəm	ccvvc.vc	'freedom	----
'frequent	friykwənt	ccvvc.cvcc	fre'quent	frequent
'Friday	fraydi	ccvvc.v	'Friday	----
'friendly	frendli	ccvcc.cv	'friendly	----
'furnish	fərnɪʃ	cvcc.vc	'furnish	----
'further	fərðər	cvcc.vc	'further	----
'future	fjučər	ccvc.vc	'future	----
'German	ʒərmən	cvcc.vc	'German	----
'giant	ʒayənt	cvvc.vcc	gi'ant	giant
'glory	glɔri	ccvvc.v	'glory	----
'governor	gəvərnər	cvc.vcc.vc	gov'erner	governər

From HANDLE to KITCHEN

'handle	hændəl	cvvc.cvc	'handle	----
'hardly	hardli	cvvc.ccv	'hardly	----
'harry	hæri	cvvc.v	'harry	----
'harvest	harvəst	cvvc.cvcc	har'vest	harvest
'Henry	henri	cvcc.v	'Henry	----
'history	histəri	cvcc.vc.v	'history	----
'hollow	halow	cvvc.vv	'hollow	----
'holy	howli	cvvc.v	'holy	----
'honest	anist	vvc.vcc	hon'est	honest
'honey	hani	cvvc.v	'honey	----
'human	hyumən	ccvc.vc	'human	----
'hungry	həŋgri	cvcc.cv	'hungry	----
i'dea	aydiyə	vvc.vc.v	'idea	idea
im'agine	imæjən	vc.vvc.vc	im'agine	----
im'mediate	imiydiyət	vc.vvc.vc.vc	im'mediate	----
in'clude	inklud	vcc.cvvc	in'clude	----
in'side	insayd	vcc.vvc	in'side	----
in'tend	intend	vcc.vcc	in'tend	----
in'vite	invayt	vcc.vvc	in'vite	----
'issue	iʃu	vc.v	'issue	----
it'self	itself	vcc.vcc	it'self	*itself
'January	ʒənyuəri	cvvc.cvvc.v	Jan'uary	January
Ju'ly	ʒulay	cvc.vv	Ju'ly	----
'justice	ʒəstis	cvcc.vc	'justice	----
'kindly	kayndli	cvvc.ccv	'kindly	----
'kingdom	kiŋdəm	cvcc.vc	'kingdom	----
'kitchen	kiçən	cvc.vc	'kitchen	----

* See Page 48.

From KNOWLEDGE to OBEY

'knowledge	naliʃ	cvvc.vc	'knowledge	----
'language	lɔŋweʃ	cvvc.ccvc	'language	----
'leather	leʒər	cvc.vc	'leather	----
'level	levəl	cvc.vc	'level	----
'liberty	libərti	cvc.vcc.v	lib'erty	liberty
'limit	limit	cvc.vc	'limit	----
'London	lɒndən	cvvc.cvc	'London	----
'lovely	lɔvli	cvcc.v	'lovely	----
'lying	layɪŋ	cvc.vc	'lying	----
ma'chine	məʃiyn	cvc.vvc	ma'chine	----
'marry	meri	cvvc.v	'marry	----
ma'terial	mətɪrɪəl	cvc.vcc.vc	ma'terial	----
'meadow	medow	cvc.vv	mead'ow	meadow
'memory	meməri	cvc.vc.v	'memory	----
'mention	menʃən	cvcc.vc	'mention	----
'merchant	mərʃənt	cvcc.vcc	mer'chant	merchant
'merry	meri	cvvc.v	'merry	----
'message	mesɪʃ	cvc.vc	'message	----
'midnight	midnajt	cvcc.vvc	mid'night	midnight
'mighty	mayti	cvvc.v	'mighty	----
'million	milyən	cvcc.vc	'million	----
'mis'take	mɪsteɪk	cvcc.vvc	mis'take	----
'Monday	mɒndi	cvcc.v	'Monday	----
'murmur	mɜrmɜr	cvcc.vc	'murmur	----
'native	neɪtɪv	cvvc.vc	'native	----
'noble	nəʊbəl	cvvc.vc	'noble	----
No'vember	nəʊvembər	cvvc.vcc.vc	No'vember	----
o'bey	əbeɪ	vc.vv	o'bey	----

From OBSERVE to PRIVATE

ob'serve	əbzərv	vcc.vcc	ob'serve	----
ob'tain	əbteyn	vcc.vvc	ob'tain	----
oc'casion	əkeyʒən	vc.vvc.vc	oc'casion	----
'occupy	akyəpay	vvc.cvc.vv	occu'py	occupy
o'clock	əklak	vcc.vvc	o'clock	----
Oc'tober	aktowbər	vcc.vvc.vc	Oc'tober	----
o'pinion	əpinyən	vc.vcc.vc	o'pinion	----
'orange	ərɪnj	vvc.vcc	or'ange	orange
'oxen	aksən	vvc.cvc	'oxen	----
'palace	pələs	cvvc.vc	'palace	----
'parent	peyrənt	cvvc.vcc	par'ent	parent
par'ticular	pərtikyələr	cvcc.vcc.vc.vc	par'ticular	----
per'mit (v)	pərmit	cvcc.vc	'permit	permit
'permit (n)	pərmit	cvcc.vc	'permit	----
'pity	piti	cvc.v	'pity	----
'plenty	plenti	ccvcc.v	'plenty	----
'pocket	pakit	cvvc.vc	'pocket	----
'poet	powit	cvc.vc	'poet	----
pos'sess	pəzes	cvc.vc	'possess	possess
po'tato	pətəytə	cvc.vvc.v	po'tato	----
'prayer	preyər	ccvc.vc	'prayer	----
pre'fer	prəfər	ccvc.vc	'prefer	prefer
'presence	prezəns	ccvc.vcc	pres'ence	presence
pre'serve	prɪzərv	ccvc.vcc	pre'serve	----
'president	prezɪdənt	ccvc.vc.vcc	presi'dent	president
pre'vent	prɪvent	ccvc.vcc	pre'vent	----
'prisoner	prɪzənər	ccvc.vc.vc	'prisoner	----
'private	praɪvət	ccvvc.vc	'private	----

From PROCEED to SECRET

'proceeds(n)	prowsiydz	ccvvc.vvcc	pro'ceeds	proceeds
pro'ceed(v)	prøsiyd	ccvc.vvc	pro'ceed	----
'produce(n)	pradyus	ccvvc.cvc	'produce	----
pro'duce(v)	prædyus	ccvcc.vc	'produce	produce
pro'tect	prætekt	ccvc.vcc	pro'tect	----
pro'vide	prævayd	ccvc.vvc	pro'vide	----
'pupil	pyupəl	ccvc.vc	'pupil	----
'purchase	pərčəs	cvcc.vc	'purchase	----
'quality	kwaləti	ccvvc.vc.v	'quality	----
'railroad	reylrowd	cvvc.cvvc	rail'road	railroad
'record(n)	rekərd	cvc.vcc	re'cord	record
re'cord(v)	rikərd	cvc.vvcc	re'cord	----
re'fusə	rifyuwz	cvcc.vvc	re'fuse	----
re'gard	rigard	cvc.vvcc	re'gard	----
'region	riyjən	cvvc.vc	'region	----
'regular	regyulər	cvcc.vc.vc	'regular	----
re'joice	rijəys	cvc.vvc	re'joice	----
re'move	rimuwv	cvc.vvc	re'move	----
re'pair	riper	cvc.vvc	re'pair	----
re'peat	ripiyt	cvc.vvc	re'peat	----
repre'sent	riprizent	cvcc.vc.vcc	repre'sent	----
re'spect	rispekt	cvcc.vcc	re'spect	----
re'sult	rizəlt	cvc.vcc	re'sult	----
'Roman	rowmən	cvvc.vc	'Roman	----
'royal	rəyəl	cvvc.vc	'royal	----
'satisfy	sətisfay	cvvc.vcc.vv	satis'fy	satisfy
'scatter	skætər	ccvvc.vc	'scatter	----
'secret	siykrət	cvvc.cvc	'secret	----

From SECURE to TRAVELLER

se'cure	sikyur	cvcc.vvc	se'cure	----
Sep'tember	septembər	cvcc.vcc.vc	Sep'tember	----
'servant	sərvənt	cvcc.vcc	ser'vant	servant
'seventy	sevənti	cvc.vcc.v	se'venty	seventy
'shadow	šədw	cvvc.vv	sha'dow	shadow
'shelter	šeltər	cvcc.vc	'shelter	----
'silence	sajləns	cvvc.vcc	si'lent	silent
'sorrow	sarow	cvvc.vv	sor'row	sorrow
'sorry	səri	cvvc.v	'sorry	----
'Spanish	spəniš	ccvvc.vc	'Spanish	----
'special	spešəl	ccvc.vc	'special	----
'splendid	splendid	cccvcc.vc	'splendid	----
'struggle	strəgl	cccvc.vc	'struggle	----
suc'ceed	səksiyd	cvcc.vvc	suc'ceed	----
suc'cess	səkses	cvcc.vc	'success	success
'Sunday	səndi	cvcc.v	'Sunday	----
'supper	səpər	cvc.vc	'supper	----
sup'port	səpɔwt	cvc.vvcc	sup'port	----
'swallow	swalɔw	ccvvc.vv	swal'law	swallow
'system	sistəm	cvcc.vc	'system	----
'tender	tendər	cvcc.vc	'tender	----
'terrible	teribəl	cvvc.vc.vc	'terrible	----
'thirty	θərti	cvcc.v	'thirty	----
'title	tajtəl	cvvc.vc	'title	----
'total	təwtəl	cvvc.vc	'total	----
'tower	təwər	cvc.vc	'tower	----
'traveller	trəvələr	ccvvc.vc.vc	'traveller	----

From TREASURE to YOURSELF

'treasure	treʒər	ccvc.vc	'treasure	-----
'union	yunyən	cvcc.vc	'union	-----
un'less	ənles	vcc.vc	'unless	unless
'useful	yusfəl	cvcc.vc	'useful	-----
'various	veyryəs	cvvc.cvc	'various	-----
'vessel	vesəl	cvc.vc	'vessel	-----
'wagon	wægən	cvvc.vc	'wagon	-----
'wander	wandər	cvvc.cvc	'wander	-----
'Washington	wəʃɪŋtən	cvvc.vcc.vc	Wash'ington	Washington
'welcome	welkəm	cvcc.vc	'welcome	-----
'western	westərn	cvcc.vcc	west'ern	western
what'ever	watevər	cvc.vc.vc	'whatever	whatever
'whisper	wɪspər	cvcc.vc	'whisper	-----
'whistle	wɪsəl	cvc.vc	'whistle	-----
'William	wɪljəm	cvcc.vc	'william	-----
'wisdom	wɪzdəm	cvcc.vc	'wisdom	-----
'women	wɪmən	cvc.vc	'women	-----
'worthy	wərði	cvcc.v	'worthy	-----
'written	ɪrɪtən	cvc.vc	'written	-----
your'self	jʊrself	cvcc.vcc	your'self	*yourself

* See page. 48.

The fourth five hundred words

From ABSOLUTE to ATTENTION

'absolute	ʔbsɔlyuwt	vvc.cvcc.vvc	abso'lute	absolute
ac'company	ʔkəmpəni	vc.vcc.vc.v	ac'company	----
ac'complish	ʔkəmpliʃ	vc.vcc.cvc	ac'complish	----
'acre	eykər	vvc.vc	'acre	----
'action	ʔksən	vvc.cvc	'action	----
'actual	ʔkčuwəl	vvc.cvc.vc	'actual	----
ad'dition	ʔdiʃən	vc.vc.vc	'addition	addition
ad'mire	ʔdmayr	vcc.vvc	ad'mire	----
ad'mit	ʔdmit	vcc.vc	'admit	admit
ad'vice	ʔdvays	vcc.vvc	ad'vice	----
ad'vise	ʔdvayz	vcc.vvc	ad'vise	----
af'fair	ʔfer	vc.vvc	af'fair	----
'Africa	ʔfrikə	vvc.cvc.v	'Africa	----
a'larm	əlarɪm	vc.vvcc	ā'larm	----
a'like	əlayk	vc.vvc	a'like	----
'anxious	ʔŋksəs	vvc.ccvc	'anxious	----
ap'pearance	əpirəns	vc.vc.vcc	appear'ance	appearance
ap'prove	əpruɪv	vcc.vvc	ap'prove	----
ar'range	əreɪnʃ	vc.vvcc	ar'range	----
'arrow	ʔrɔw	vvc.vv	ar'row	arrow
a'shamed	əʃeymd	vc.vvcc	a'shamed	----
'Asia	eyʒə	vvc.v	'Asia	----
as'sist	əsɪst	vc.vcc	as'sist	----
as'sure	əʃuɪr	vc.vvc	as'sure	----
At'lantic	ʔtɪlɪntɪk	vcc.vvc.cvc	At'lantic	----
at'tack	ətɪk	vc.vvc	at'tack	----
at'tention	ʔtenʃən	vc.vcc.vc	at'tention	----

From AUTHORITY to CHRISTIAN

au'thority	əθɔrəti	vc.vvc.vc.v	au'thority	----
'automobile	ɔtəmɔbiyl	vvc.vc.vc.vvc	automo'bile	automobile
'autumn	ɔtəm	vvc.vc	'autumn	----
'avenue	ævənu	vvc.vc.vv	ave'nue	avenue
a'void	əvɔyd	vc.vvc	a'void	----
a'wait	əweyt	vc.vvc	a'wait	----
'awful	ɔfəl	vvc.vc	'awful	----
'balance	bæləns	cvvc.vcc	bal'ance	balance
be'gun	bigən	cvc.vc	'begun	begun
'benefit	benəfit	cvc.vc.vc	'benefit	----
'berry	beri	cvvc.v	'berry	----
be'yond	biyand	cvc.vvcc	be'yond	----
'birthday	bərθdey	cvcc.cvv	birth'day	birthday
'blessing	blesiŋ	ccvc.vc	'blessing	----
'bosom	buzəm	cvc.vc	'bosom	----
'British	britiʃ	ccvc.vc	'British	----
'button	bətən	cvc.vc	'button	----
'candle	kændəl	cvvc.cvc	'candle	----
'candy	kændi	cvvc.cv	'candy	----
'capital	kæpitəl	cvvc.vc.vc	'capital	----
'celebrate	seləbreyt	cvc.vcc.vvc	cele'brate	celebrate
'central	sentrəl	cvcc.cvc	'central	----
'century	senčəri	cvcc.vc.v	'century	----
'cheerful	čiyrfəl	cvvc.cvc	'cheerful	----
'cherry	čeri	cvvc.v	'cherry	----
'chimney	čimni	cvcc.v	'chimney	----
'China	čaynə	cvvc.v	'China	----
'Christian	krisčən	ccvcc.vc	'Christian	----

From CITIZEN to DESCEND

'citizen	sitəzən	cvc.vc.vc	'citizen	----
'collar	kalər	cvvc.vc	'collar	----
col'lect	kələkt	cvc.vcc	col'lect	----
'colony	kaləni	cvvc.vc.v	'colony	----
'comfortable	kəmfərtəbəl	cvcc.vcc.vc.vc	com'fortable	comfortable
'commerce	kamərs	cvvc.vcc	com'merce	commerce
'compass	kəmpəs	cvcc.vc	'compass	----
com'plain	kəmpleyn	cvcc.cvvc	com'plain	----
con'cern	kənsərn	cvcc.vcc	con'cern	----
'conduct(n)	kəndəkt	cvvc.cvcc	con'duct	conduct
con'duct(v)	kəndəkt	cvcc.vcc	con'duct	----
'congress	kangris	cvvc.cvc	'congress	----
'conquer	kanqər	cvvc.cvc	'conquer	----
con'sist	kənsist	cvcc.vcc	con'sist	----
con'trol	kəntrowl	cvcc.cvvc	con'trol	----
'copper	kapər	cvvc.vc	'copper	----
'cottage	kətiʃ	cvvc.vc	'cottage	----
'council	kəwnsəl	cvvc.cvc	'council	----
'courage	kəriʃ	cvc.vc	'courage	----
cre'ate	kriyeyt	ccvc.vvc	cre'ate	----
'current	kərənt	cvc.vcc	cur'rent	current
'daily	deyli	cvvc.v	'daily	----
'dangerous	deynjərəs	cvvc.cvc.vc	'dangerous	----
de'ceive	disiyv	cvc.vvc	de'ceive	----
de'fend	difend	cvc.vcc	de'fend	----
de'ny	dinay	cvc.vv	de'ny	----
de'pend	dipend	cvc.vcc	de'pend	----
de'scend	disend	cvc.vcc	de'scend	----

From DESERVE to EXCUSE

de'serve	dizərv	cvc.vcc	de'serve	----
de'terminate	ditərmin	cvc.vcc.vc	de'terminate	----
'devil	devəl	cvc.vc	'devil	----
disap'pear	disəpir	cvc.vc.vc	'disappear	disappear
dis'ease	diziyz	cvc.vvc	dis'ease	----
'district	distrikt	cvcc.cvcc	dis'trict	district
di'vine	divayn	cvc.vvc	di'vine	----
'dreadful	dredfəl	ccvcc.vc	'dreadful	----
'eager	iygər	vvc.vc	'eager	----
'eagle	iygəl	vvc.vc	'eagle	----
'earnest	ərnəst	vcc.vcc	ear'nest	earnest
'easily	iyzəli	vvc.vc.v	'easily	----
'echo	ekow	vc.vv	e'cho	echo
'effort	efərt	vc.vcc	ef'fort	effort
eigh'teen	eytiyn	vvc.vvc	eightteen	----
e'late	ileyt	vc.vvc	e'late	----
e'leven	ilevən	vc.vc.vc	'eleven	eleven
'empire	empayr	vcc.vvc	em'pire	empire
en'gage	engeyʃ	vcc.vvc	en'gage	----
'engine	enjən	vcc.vc	'engine	----
'entrance	entrəns	vcc.cvcc	en'trance	entrance
e'rect	irekt	vc.vcc	e'rect	----
'error	erər	vvc.vc	'error	----
'everybody	evribədi	cvc.vc.vc.v	eve'rybody	everybody
ex'amine	igzəmin	vcc.vvc.vc	ix'amine	----
ex'change	iksčeynʃ	vcc.cvcc	ex'change	----
ex'cuse	ikskyuz	vcc.ccvc	'excuse	excuse

From EXPENSE to HASTEN

ex'pense	ikspens	vcc.cvcc	ex'pense	----
ex'treme	ekstriym	vcc.ccvvc	ex'treme	----
'fairy	feri	cvvc.v	'fairy	----
fa'miliar	familyər	cvc.vcc.vc	fa'miliar	----
fare'well(n)	ferwel	cvvc.cvc	'farewell	farewell
'farewell(adj)	ferwel	cvvc.cvc	'farewell	----
'fasten	fæsən	cvvc.vc	'fasten	----
'favorite	feyvərit	cvvc.vc.vc	'favorite	----
'feature	fiyčər	cvvc.vc	'feature	----
'February	februwəri	cvcc.vc.vc.v	Feb'ruary	February
'fever	fiyvər	cvvc.vc	'fever	----
'foolish	fuwliš	cvvc.vc	'foolish	----
for'bid	fərbid	cvcc.vc	'forbid	forbid
'forehead	fored	cvvc.vc	'forehead	----
for'got	fərgat	cvcc.vvc	for'got	----
for'gotten	fərgatən	cvcc.vvc.vc	for'gotten	----
'fountain	fawntən	cvvc.cvc	'fountain	----
'frighten	fraytən	ccvvc.vc	'frighten	----
'frozen	frowzən	ccvvc.vc	'frozen	----
'furniture	fərničər	cvcc.vc.vc	'furniture	----
'garment	garmənt	cvvc.cvcc	gar'ment	garment
'glorious	glowryəs	ccvvc.cvc	'glorious	----
'grandmother	grænməðər	ccvvc.cvc.vc	'grandmother	----
'hammer	həmər	cvvc.vc	'hammer	----
'handkerchief	hænkərčəf	cvvc.cvcc.vc	hand'kerchief	handkerchief
'handsome	hənsəm	cvvc.cvc	'handsome	----
'happiness	hæpinəs	cvvc.vc.vc	'happiness	----
'harbor	hərbər	cvvc.cvc	'harbor	----
'hasten	heysən	cvvc.vc	'hasten	----

From HERO to MEDICINE

'hero	hiyro	cvvc.v	hero	----
'holiday	halədey	cvvc.vc.vv	holi'day	holiday
'hunter	həntər	cvcc.vc	'hunter	----
'idle	aydəl	vvc.vc	'idle	----
im'possible	impasibəl	vcc.vvc.vc.vc	im'possible	----
im'prove	impruwv	vcc.cvvc	im'prove	----
'indicate	indikeyt	vcc.vc.vvc	indi'cate	indicate
'industry	indəstri	vcc.vcc.cv	in'dustry	industry
'influence	influwəns	vcc.cvc.vcc	influ'ence	influence
in'form	infərm	vcc.vvcc	in'form	----
'instant	instənt	vcc.cvcc	in'stant	instant
'joyful	ʃɔɪfəl	cvvc.vc	'joyful	----
'judgment	ʃəɪmənt	cvcc.vcc	judg'ment	judgment
'kindness	kayndnəs	cvvc.cvc	'kindness	----
'ladies	leydiz	cvvc.vc	'ladies	----
'latter	lætər	cvvc.vc	'latter	----
'lazy	leyzi	cvvc.v	'lazy	----
'library	laybrəri	cvvc.cvc.v	'library	----
'linen	linən	cvc.vc	'linen	----
'lover	lɔvər	cvc.vc	'lover	----
'lumber	ləmbər	cvcc.vc	'lumber	----
'maiden	meydən	cvvc.vc	'maiden	----
main'tain	meynteyn	cvvc.cvvc	main'tain	----
'manage	mæniʃ	cvvc.vc	'manage	----
manu'facture	mænyəfæktʃər	cvcc.vc.vvc.cvc	manu'facture	----
'marble	marbəl	cvvc.cvc	'marble	----
'married	merid	cvvc.vc	'married	----
'medicine	medisən	cvc.vc.vc	'medicine	----

From MERCY to PENCIL

'mercy	mərsi	cvcc.v	'mercy	----
'metal	metəl	cvc.vc	'metal	----
'minister	ministər	cvc.vcc.vc	mini'ster	minister
'mistress	mistrəs	cvcc.cvc	'mistress	----
'model	madəl	cvvc.vc	'model	----
'modern	madərn	cvvc.vcc	mod'ern	modern
'mortal	mørtəl	cvvc.cvc	'mortal	----
'motion	mowʃən	cvvc.vc	'motion	----
'national	næʃənəl	cvvc.vc.vc	'national	----
'needle	niydəl	cvvc.vc	'needle	----
neg'lect	niglekt	cvcc.vcc	neg'lect	----
'newspaper	nyuspeypər	ccvcc.vvc.vc	news'paper	newspaper
'nobody	nowbədi	cvvc.vc.v	'nobody	----
'northern	nɔrθərn	cvvc.cvcc	north'ern	northern
o'blige	əblayʃ	vcc.vvc	o'blige	----
oc'cur	əkər	vc.vc	'occur	----
oper'ation	apəreyʃən	vc.vc.vvc.vc	oper'ation	----
oppor'tunity	apɔrtjunəti	vc.vcc.cvc.vc.v	oppor'tunity	----
'opposite	apəzɪt	vvc.vc.vc	'opposite	----
'orchard	ɔrčəd	vvc.cvcc	or'chard	orchard
'organ	ɔrgən	vvc.cvc	'organ	----
'owner	ownər	vvc.vc	'owner	----
'pardon	pardən	cvvc.cvc	'pardon	----
'partly	partli	cvvc.ccv	'partly	----
'pasture	pæsčər	cvvc.cvc	'pasture	----
'patient	peɪʃənt	cvvc.vcc	pa'tient	patient
'pattern	pətərn	cvvc.vcc	pat'tern	pattern
'pencil	pensəl	cvcc.vc	'pencil	----

From PENNY to RIBBON

'penny	peni	cvc.v	'penny	----
per'form	pərfɔrm	cvcc.vvcc	per'form	----
'period	piyryəd	cvvc.cvc	'period	----
'Peter	piytər	cvvc.vc	'Peter	----
'portion	pɔrʃən	cvvc.cvc	'portion	----
pos'session	pəzeʃən	cvc.vc.vc	'possession	possession
'precious	preʃəs	ccvc.vc	'precious	----
'principal	prinsəpəl	ccvcc.vc.vc	'principal	----
'prison	prizən	ccvc.vc	'prison	----
'probable	prəbəbəl	ccvvc.vc.vc	'probable	-----
'product	prədʌkt	ccvvc.vcc	prod'uct	product
'profit	prəfit	ccvvc.vc	'profit	----
pro'nounce	prənaʊns	ccvc.vvcc	pro'nounce	----
'property	prəpərti	ccvvc.vcc.v	pro'perty	property
'province	prəvins	ccvvc.vcc	pro'vince	province
'punish	pəniʃ	cvc.vc	'punish	----
'purple	pɜrpəl	cvcc.vc	'purple	----
pur'sue	pərsuʊ	cvcc.vv	pur'sue	----
'quarrel	kwɔrəl	ccvvc.vc	'quarrel	----
'rabbit	ræbit	cvvc.vc	'rabbit	----
'really	riyəli	cvc.vc.v	'really	----
re'cover	rikəvər	cvc.vc.vc	'recover	----
'render	rendər	cvcc.vc	'render	----
re'quest	rikwest	cvcc.vcc	re'quest	----
re'store	ristəʊr	cvcc.vvc	re'store	----
re'tire	ritayr	cvc.vvc	re'tire	----
re'view	rivyʊw	cvcc.vv	re'view	----
'ribbon	ribən	cvc.vc	'ribbon	----

From ROBERT to TERROR

'Robert	rabərt	cvvc.vcc	Ro'bert	Robert
'robin	rabən	cvvc.vc	'rōbin	----
'sacrifice	sækrifays	cvvc.cvc.vvc	sacri'fice	sacrifice
'saddle	sædəl	cvvc.vc	'saddle	----
'safety	seyfti	cvvc.cv	'safety	----
'sailor	seylər	cvvc.vc	'sailor	----
'Saturday	sætərdi	cvvc.vcc.v	Sa'turday	Saturday
'savage	sævəʃ	cvvc.vc	'savage	----
'section	sekʃən	cvcc.vc	'section	----
'seldom	seldəm	cvcc.vc	'səldəm	----
se'lect	silekt	cvc.vcc	se'lect	----
'serious	siryəs	cvcc.vc	'serious	----
se'vere	sivir	cvc.vc	se'vere	severe
'shepherd	ʃepərd	cvc.vcc	shep'herd	shepherd
'shower	ʃawər	cvvc.vc	'shower	----
so'ciety	səsayəti	cvc.vc.vc.v	so'ciety	----
'somewhat	səmwət	cvcc.vc	'somewhat	----
'southern	səðərn	cvc.vcc	south'ern	southern
'stable	stejbəl	ccvvc.vc	'stable	----
'standard	stændərd	ccvvc.cvcc	stand'ard	standard
'stocking	stakiŋ	ccvvc.vc	'stocking	----
'stranger	streynjər	cccvc.cvc	'stranger	----
'student	stuwdənt	ccvvc.vcc	stu'dent	student
'sunshine	sənʃayn	cvcc.vvc	sun'shine	sunshine
su'perior	səpiryər	cvc.vcc.vc	su'perior	----
'surface	sərfəs	cvcc.vc	'surface	----
'tailor	teylər	cvvc.vc	'tailor	----
'temple	tempəl	cvcc.vc	'tempel	----
'terror	terər	cvvc.vc	'terror	----

From THEATER to WOODEN

'theater	θiyetər	cvc.vc.vc	'theater	-----
'thorough	θərow	cvvc.vv	thor'ough	thorough
'threaten	θretən	ccvc.vc	'threaten	-----
through'out	θruwawt	ccvv.vcc	through'out	-----
'thunder	θəndər	cvcc.vc	'thunder	-----
'Thursday	θərzdɪ	cvcc.cv	'Thursday	-----
'tiny	tayni	cvvc.v	'tiny	-----
to'night	tənayt	cvc.vvc	to'night	-----
'tremble	trembəl	ccvcc.vc	'tremble	-----
'trial	trayəl	ccvc.vc	'trial	-----
'Tuesday	tyuzdi	ccvcc.v	'Tuesday	-----
'ugly	əgli	vcc.v	'ugly	-----
un'happy	ən'hæpi	vcc.vvc.v	un'happy	-----
un'known	ən'nəʊn	vcc.vvc	un'known	-----
'unto	əntu	vcc.v	'unto	-----
'utter	ətər	vc.vc	'utter	-----
'valuable	vælyəbəl	cvvc.cvc.vc	'valuable	-----
'vegetable	vejətəbəl	cvc.vc.vc.vc	veg'etable	vegetable
'victory	viktəri	cvcc.vc.v	'victory	-----
'virtue	vərčʊ	cvcc.v	'virtue	-----
'Wednesday	wenzdi	cvcc.cv	'Wednesday	-----
when'ever	hwenevər	ccvc.vc.vc	'whenever	whenever
'wicked	wikəd	cvc.vc	'wicked	-----
'willing	wiliŋ	cvc.vc	'willing	-----
'witness	witnəs	cvcc.vc	'witness	-----
'wooden	wudən	cvc.vc	'wooden	-----

Part II

Supplementary word list

The following list consists of the compound words found in the Allen and Cooke series (Books I, II, and III) with the problem words asterisked. This list excludes the words appearing in Thorndike's count.

<u>Book I</u>	<u>Book II</u>	<u>Book III</u>
*'airport	*'anybody	*'aircraft
*'basketball	'anywhere	*'air-rifle
'bedroom	'bookshop	ant-'eater
*'blackboard	*'egg-plant	*'anyhow
'bus-stop	*'grandfather	'anything
'classroom	'loud'speaker	*'anyway
'copybook	'nobody	'arm'chair
*'crossroads	'nowhere	*'ashtray
*'cupboard	'out'side	*'backwards
'football	*'postcard	*'boarding-house
good-'bye	'postman	'bow-'wow
*'homework	'post office	'brass'band
'inkpot	'somebody	*'bull's-eye
*'playground	'somewhere	*'butterfly
po'liceman	*'timetable	*'buttonhole
*'runway		*'cardboard
*'traffic-lights		*'car park
*'wall-picture		*'cash desk
		'cherry-tree
		*con'veyor-belt

Book III (continued)

*'countryside	'half'way	'near'by
*'courtyard	'hangman	*'necktie
'crayfish	'hard-'faced	*New-'Zealand
*'daylight	'hard-'hearted	'nightmare
*'day-old	'hard-'working	'North 'Pole
*'diesel-oil	'head'master	*'northwards
*'dome-shaped	'head'mistress	*'nowadays
'doorstep	'hee'how	*'oil-tanker
*'doorway	'home'made	*over'head
*'dovelike	*'homewards	*'palm tree
'down'stairs	'horseman	'paper-clip
*'downwards	*'horseshoe	*'pine-tree
*'duckpond	*'hour-hand	*'pipeline
*'earthquake	*'housework	'polar bear
*'eastwards	*'ice-cream	*'railway
*'Englishman	'lambskin	'raspberry
'everybody	*'landlord	*'razor-blade
'everywhere	*'landscape	'rope-ladder
*'fireplace	*'lifelike	'salesman
*'fisherman	'love-song	'Salisbury
'fish-hook	*'market-place	*'scholarship
*'flesh-eating	*'metalwork	*'schoolmaster
*'fortnight	'midday	*'schoolmistress
'frying-pan	'mid'summer	'Scotland'Yard
'goatskin	'mid'winter	'scotsman
*'grass-eating	*'minute-hand	*'screw-driver
'greaseproof	*'month-old	'sea-level
'halfpenny	*'moonlight	*'second hand

Book III (continued)

*'self-same	'sunset	'up'stairs
*'semi-circle	*'sunshade	*'warehouse
'sheepdog	'tape-measure	*'watch maker
'sheepskin	'threepence	*'waxworks
'simple-'hearted	*'thunderbolt	'week'end
'someone	'tooth-brush	*'week-old
'South'Pole	*'tooth-paste	'well-'kept
*'southwards	*'transport (n)	'well-'known
*'starshine	'treetop	*'westwards
'steamship	*'tree-trunk	'whilewash
*'stone'henge	*'Twelfth Night	'window-sill
'strawberry	*'twopence	*'woodwork
*'sunlight	*'underground	'woof-'woof
*'sunrise	*'upwards	'workshop

Part III

The complete inventory of the problem words

The following is a statistical tabulation of the word stress problems in each of the 500-word sections.²

Category	Non-monosyllabic words	Word-stress problems	Percentage
1-500	109	15	13.7%
501-1000	208	37	17.8%
1001-1500	260	53	20.3%
1501-2000	278	59	21.2%
1-2000	855	164	19.1%

²Only theoretical problem-words are counted.

The following is a statistical tabulation of the compound-word problems in the Allen and Cooke series.³

Allen and Cooke series	Compound-words	Word-stress problems	Percentage
Book I	18	10	55.5%
Book II	15	5	33.3%
Book III	146	82	56.1%
Books I-III	179	97	54.1%

The complete inventory of problem words is given below in alphabetical order.⁴ Each page of the following material is divided into three columns. Column I consists of the problem words conventionally spelled; column II consists of the phonemic transcription of the words, and column III consists of the problem words, also conventionally spelled, with the primary stress marked on the onset of the syllable.

³Words appearing in Thorndike's count are excluded.

⁴Including reflexive pronouns and contractions.

I <u>Problem word</u>	II <u>Phonemic transcription</u>	III <u>English pronunciation</u>
<u>From ABOVE to BECOME</u>		
above	əbəv	a'bove
absolute	əbsəlyuwt	'absolute
addition	ədiʃən	əd'dition
address (v)	ədres	əd'dress
admit	ədmit	əd'mit
afterwards	əftərwərdz	'afterwards
aircraft	erkræft	'aircraft
airport	erpowrt	'airport
air-rifle	erɹaɪfəl	'air-rifle
already	əlredi	əl'ready
also	əlsəw	'also
ancient	eɪnʃənt	'ancient
another	ənəðər	ən'other
anybody	enɪbədɪ	'anybody
anyhow	enɪhəw	'anyhow
anyway	enɪweɪ	'anyway
appear	əpɪr	əp'pear
appearance	əpɪrəns	əp'pearance
arrow	əraʊ	'arrow
ashtray	æʃtreɪ	'ashtray
August	ɔɡəst	'August
automobile	ɔtəməbiyl	'automobile
avenue	əvenəw	'avenue
backwards	bækwərdz	'backwards
balance	bæləns	'balance
basketball	bæskɪtbɔl	'basketball
become	bɪkəm	be'come

From BEGIN to CURRENT

begin	bigin	be'gin
begun	bigøn	be'gun
birthday	bərødey	'birthday
blackboard	blækbowrd	'blackboard
boarding-house	bowrdinħaws	'boarding-house
breakfast	brekfæst	'breakfast
bull's-eye	bulzay	'bull's-eye
butter-fly	bøtərflay	'butter-fly
buttonhole	bøtənhowl	'buttonhole
cardboard	kærdbowrd	'cardboard
car park	karpark	'car park
cash desk	kæšdesk	'cash desk
celebrate	seløbreyt	'celebrate
character	kærkætər	'character
comfort	kæmfərt	'comfort
comfortable	kæmfərtøbəl	'comfortable
commerce	kamərs	'commerce
condition	kəndišən	con'dition
conduct (n)	kandəkt	'conduct
consider	kənsidər	con'sider
constant	kanstənt	'constant
content (n)	kantent	'content
conveyor-belt	kənveyərbelt	con'veyor-belt
countryside	kəntrisayd	'countryside
courtyard	kowrtyard	'courtyard
crossroads	krosrowdz	'crossroads
cupboard	kəpbərd	'cupboard
current	kərənt	'current

From DAYLIGHT to EMPIRE

daylight	deylayt	'daylight
day-old	deyowld	'day-old
deliver	dilivər	de'liver
desert (n)	dezərt	'desert
diamond	daymænd	'diamond
diesel-oil	diyzel,yl	'diesel-oil
difference	difrəns	'difference
different	difrənt	'different
difficult	difikəlt	'difficult
didn't	didənt	'didn't
disappear	disəpir	disap'pear
discover	diskəvər	dis'cover
distance	distəns	'distance
distant	distənt	'distant
district	distrikt	'district
doesn't	dəzənt	'doesn't
dome-shaped	dowmʃeypt	'dome-shaped
doorway	dowrwey	'doorway
dovelike	dowvlayk	'dovelike
downwards	dawnwərdz	'downwards
duckpond	dəkpaund	'duckpond
earnest	ərnəst	'earnest
earthquake	əθkweyk	'earthquake
eastwards	iystwərdz	'eastwards
echo	ekow	'echo
effort	efərt	'effort
egg-plant	egplənt	'egg-plant
eleven	ilevən	e'leven
empire	empayr	'empire

From ENGLAND to GRASS-EATING

England	inglænd	'England
Englishman	inglišmæn	'Englishman
enough	inəf	e'nough
entrance	entrəns	'entrance
especial	espešəl	es'pecial
everybody	evribədi	'everybody
excellent	eksələnt	'excellent
excuse	ikskyz	ex'cuse
experience	iksپیryəns	ex'perience
express	iksپres	ex'press
farewell (n)	feyrwel	fare'well
February	februwəri	'February
fellow	felow	'fellow
fireplace	fayrpleys	'fireplace
fisherman	fišərmæn	'fisherman
flesh-eating	flešiytiŋ	'flesh-eating
follow	falow	'follow
forbid	fərbid	for'bid
forget	fɔrget	for'get
fortnight	fɔrtnayt	'fortnight
foreward	fɔrwərd	'foreward
frequent	friykwənt	'frequent
garment	garmənt	'garment
gentleman	gentəlmæn	'gentleman
giant	jayənt	'giant
government	gəvərmənt	'government
governor	gəvərnər	'governor
grandfather	grændfəʒər	'grandfather
grass-eating	græsiytiŋ	'grass-eating

From HADN'T to JUDGMENT

hadn't	hædɒnt	'hadn't
handkerchief	hæŋkə'retʃ	'handkerchief
harvest	hɑrvəst	'harvest
hasn't	hæzənt	'hasn't
haven't	hævənt	'haven't
herself	hɜrsɛlf	her'self
himself	hɪmsɛlf	him'self
holiday	hə'lɛɪdɪ	'holiday
homewards	həʊnwɜ:dz	'homewards
homework	həʊnwɜ:k	'homework
honest	ənɪst	'honest
horseshoe	hɔ:ʃu:	'horseshoe
hourhand	əʊrhænd	'hourhand
housework	həʊswɜ:k	'housework
however	həwevə	həʊ'ver
husband	həzbænd	'husband
ice-cream	aɪskri:m	'ice-cream
idea	aɪdiə	i'diə
important	ɪm'pɔ:tənt	ɪm'pɔ:tənt
increase (n)	ɪn'kri:z	'increase
indicate	ɪndɪkeɪt	'indicate
industry	ɪndəstri	'industry
influence	ɪnfluəns	'influence
instant	ɪnstənt	'instant
instead	ɪnstəd	ɪn'stəd
interest	ɪntərəst	'interest
island	aɪlənd	'island
isn't	ɪzənt	'isn't
itself	ɪtsɛlf	ɪt'sɛlf
January	ʃənjʊəri	'January
judgment	ʃəʒmənt	'judgment

From LANDLORD to OCCUPY

landlord	lʌndlɔrd	'landlord
landscape	lʌndskeɪp	'landscape
liberty	lɪbɜrti	'liberty
lifelike	laɪflaɪk	'lifelike
market-place	markɪtpleɪs	'market-place
meadow	medəw	'meadow
merchant	mɜrʃənt	'merchant
metal-work	metəlwɜrk	'metal-work
midnight	mɪdnaɪt	'midnight
minister	mɪnɪstə	'minister
minute-hand	mɪnɪthænd	'minute-hand
modern	mədɜrn	'modern
moment	moʊmənt	'moment
month-old	mənθəʊld	'month-old
moonlight	mʊnlaɪt	'moonlight
myself	maɪself	my'self
narrow	nəraʊ	'narrow
necessary	nesəsəri	'necessary
necktie	nektaɪ	'necktie
newspaper	nyuspeɪpə	'newspaper
New-Zealand	nyuziəlænd	New-'Zealand
northern	nɔrθɜrn	'northern
northwards	nɔrθwɜrdz	'northwards
nowadays	nəwədəɪz	'nowadays
object (n)	əbʃɪkt	'object
occupy	əkʊpeɪ	'occupy

From OIL-TANKER to RECORD

oil-tanker	ɔyltæŋkər	'oil-tanker
orange	ɔrinʃ	'orange
orchard	ɔrčərd	'orchard
overhead	owvərhed	over'head
palm-tree	pamtriy	'palm-tree
parent	peyrənt	'parent
patient	pejšənt	'patient
pattern	pætərn	'pattern
perfect	pərfekt	'perfect
permit (v)	pərmit	per'mit
pine-tree	payntriy	'pine-tree
pipeline	payplayn	'pipeline
playground	pleygrawnd	'playground
pleasant	plezənt	'pleasant
possess	pəzes	pos'sess
possession	pəzeʃən	pos'session
post card	pows(t)kard	'post card
prefer	prəfər	pre'fer
presence	prezəns	'presence
present (n)	prezənt	'present
president	prezədənt	'president
proceeds (n)	prowsiydz	'proceeds
produce (v)	prɔdyus	pro'duce
product	pradəkt	'product
property	prapərti	'property
province	pravins	'province
railroad	reylrowd	'railroad
railway	reylwey	'railway
razor-blade	reyzərbleyd	'razor-blade
record (n)	rekərd	'record

From ROBERT to SUNRISE

Robert	rabərt	'Robert
runway	rənwey	'runway
sacrifice	sʔkrifays	'sacrifice
Saturday	sʔtərɔdi	'Saturday
satisfy	sʔtisfay	'satisfy
scholarship	skalərʃip	'scholarship
schoolmaster	skuwlmʌstər	'schoolmaster
schoolmistress	skuwlmistris	'schoolmistress
screw-driver	skrudrayvər	'screw-driver
second	sekənd	'second
second-hand	sekəndhænd	'second-hand
self-same	selfseym	'self-same
semi-circle	semisərkl	'semi-circle
separate	sepəreyt	'separate
servant	sərvənt	'servant
seventy	sevənti	'seventy
severe	sivir	se'vere
shadow	ʃʌdow	'shadow
shapherd	sepərd	'shepherd
silence	sayləns	'silence
silent	saylənt	'silent
sometime	səmtaym	'sometime
sorrow	sarow	'sorrow
southern	səʃərn	'southern
southwards	sawəwərdz	'southwards
standard	stændərd	'standard
star-shine	starʃayn	'star-shine
student	styudənt	'student
subject (n)	səbjekt	'subject
success	səkses	suc'cess
sunlight	sənlayt	'sunlight
sunrise	sənrayz	'sunrise

From SUNSHADE to WEEK-OLD

sunshade	sənʃeyd	'sunshade
sunshine	sənʃayn	'sunshine
supply	səplay	sup'ply
swallow	swalɔw	'swallow
themselves	ðəmselfz	them'selves
therefore	ðerfər	'therefore
thorough	θrɔw	'thorough
thousand	θawzənd	'thousand
thunderbolt	θʌndərbɔwt	'thunderbolt
timetable	taymteybəl	'timetable
together	təgeðər	to'gether
tomorrow	təmɔrow	to'morrow
tooth-paste	tuθpeyst	'tooth-paste
traffic-lights	træfiklayts	'trafic-lights
transport (n)	trænsport	'transport
tree-trunk	triɪtrɛŋk	'tree-trunk
Twelfth Night	twelfθnayt	'Twelfth Night
twopence	təpəns	'twopence
underground	ʌndərgraʊnd	'underground
unless	ənles	un'less
until	əntil	un'til
upon	əpən	up'on
upwards	əpwərdz	'upwards
vegetable	vejətəbəl	'vegetable
wall-picture	wɔlpikçər	'wall-picture
warehouse	weyrhaws	'warehouse
wasn't	wazənt	'wasn't
Washington	wəʃɪŋtən	'Washington
watchmaker	watʃmeɪkər	'watchmaker
waxworks	wækswɜrks	'waxworks
week-old	wi:kəʊld	'week-old

From WEREN'T to YOURSELF

weren't	wəɾənt	'wɛrən't
western	wɛstərn	'wɛstɜrn
westwards	wɛstwɔɾdz	'wɛstwɔɾds
whatever	wətevə	whət'evə
whenever	wənɛvə	whɛn'evə
window	wɪndəw	'wɪndəw
within	wɪ'ɪn	wɪθ'in
wonderful	wəndərfəl	'wɒndərfəl
woodwork	wudwɔɾk	'wɒdwɔɾk
yellow	jeləw	'jeləw
yesterday	jestədeɪ	'jestədeɪ
yourself	jɔɾsɛlf	jɔɾ'sɛlf

CHAPTER IV

SUGGESTED METHODS OF TEACHING ENGLISH WORD STRESS PROBLEMS

This chapter suggests methods for the teaching of English word stress with appropriate emphasis on the problem words which are identified and isolated in Chapter III. Part I of this chapter presents some basic principles and guiding points in word stress teaching. It also presents suggestions for the teacher. Part II presents three Sample Lessons adapted from the Allen and Cooke series.¹ Section a includes the first adapted lesson which is taught in the first intermediate classes in Syria. Section b presents the second adapted lesson from the same series taught in the second intermediate classes. Section c presents the third adapted lesson from the same series taught in the third intermediate classes.

¹W.S. Allen and R. Cooke, Living English for the Arab World, Teacher's Books I, II, and III (London: Longmans, Green And Co. Ltd., 1961).

Part I

The Allen and Cooke series which is used in the intermediate classes in Syria is not based on a contrastive analysis of English and Arabic word stress. The major contrastive word stress problems are not dealt with adequately, Therefore special attention should be given to these problems, and special materials should be prepared and integrated into the various lessons.

Each lesson in the Allen and Cooke series is divided into five lettered sections:

- A Beginning the lesson
- B² New structures and words (oral). This part is subdivided into various teaching points.
- C Reading. It includes various questions on the reading passage.
- D Writing
- E Ending the lesson

The writer believes that the teaching of word stress should not be treated separately. It must be taught as an integral part of the lesson related meaning-

²This section has special importance for the teaching and practicing of word stress.

fully to the other parts. Therefore, three lessons actually taught in three different classes in Syria are adapted and revised with emphasis on some of the problems identified in Chapter III.

Principles on which the three lessons are based

The three lessons have been revised with the following principles in mind:

1. The most effective teaching materials are those which are based on a contrastive analysis of the word stress patterns of English and Arabic.
2. If the stress pattern of an English word is similar to that of an Arabic one, then the English word is not difficult to learn. If, however, the stress pattern is different, then the word presents a difficulty to Arab students.
3. Learning the correct English stresses of problem words means learning a new set of structures in contrast with already established word stress patterns. This necessitates constant mimicry, repetition, and frequent short practice periods.

4. Correct speech is an acquired skill. Teaching word stress involves a particular skill that has to be imparted chiefly by the oral-aural approach.
5. "Speech improvement can be divided into two distinct but equally important steps. Step one consists of ear training. . . Step two involves actual pronunciation of the . . . patterns in a variety of drills and activities leading to professional proficiency."³

In order to acquire proficiency in any "speech habit," a certain amount of drill is required. The student must listen carefully to the stressed syllable because unless he can hear the stress accurately, he cannot produce it correctly.

Some guiding points in word stress teaching⁴

The following are some basic points for providing practice in word stress at different stages of learning

³Gordon and Wong, op. cit., p. x .

⁴Some points are taken from classnotes in the course "Education 243-244, The Teaching of English," 1965-1966.

English as a second language:

1. Cultivating the faculty of mimicry.
2. Providing a model and showing primary stress marking.
3. Reciting words that have the same stress pattern and tapping on the desk or clapping hands in accordance with the primary stress rhythm.
4. Reciting alternately words of different stress patterns for the purpose of recognition.
5. Choosing the key examples from words already taught and writing them on the blackboard with their key pattern symbols.
6. Using choral repetition.
7. Dividing students in large classes into smaller sections.
8. Using individual repetition.
9. Providing the model immediately if a student hesitates to respond to the stimulus.
10. Putting emphasis on the predictable problem words.
11. Making oral drills quick.
12. Reviewing the problem words at varying intervals in a new and natural context.

Suggestions for the teacher

A teacher who is interested in giving efficient training to his students in mastering English word stress, in spite of the textbooks that are not based on a contrastive analysis, or in spite of the examination system which stresses achievement in the silent skills only, may find the following suggestions helpful:

I. Analyze the lesson as it is presented in the Teacher's Book:

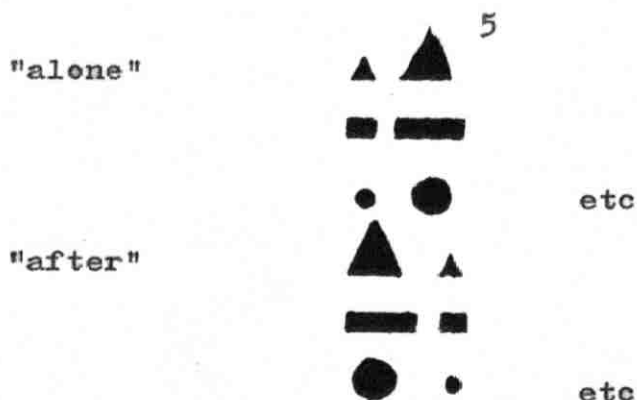
- a. Re-group the new words according to their stress and syllabic structures.
- b. Determine the predictable word stress problems.
- c. Emphasize these words in the oral pronunciation drill.

II. Practice all the skills (hearing, speaking, reading, and writing) in teaching the problem words.

III. Use consistent oral drills until correct mastery of the problem words is accomplished:

- a. Having analyzed the lesson, arrange the new words in separate lists and mark the primary stress in all non-monosyllabic words, using symbols to

indicate different word stress patterns. Mark the stress patterns as one of these or any other visual stimulus, i.e.,



b. Select a number of familiar words from the lesson and from previous ones that can be substituted into any of the word stress pattern groups, arranged in a, for oral drill.

c. In teaching the meaning of the new words and structures, practice questions and answers with students, giving special emphasis on the problem words.

IV. Reinforce the learning of problem words in the reading part:

a. Revise the oral questions in the reading passage.

5 ▲ indicates a syllable with a primary stress. ▲ refers to other partially stressed syllables.

- b. Use flash cards, if possible, to teach the reading of the problem words, with stress patterns symbolized.
 - c. Have students read the passage aloud, giving special attention to the correct pronunciation of the problem words.
- V. Use written exercises as a means for emphasizing the problem words. Insert these words in
- a. writing passages
 - b. guided written composition
 - c. filling in the blanks
- etc.
- VI. Make the student's response to word stress automatic and habitual.
- VII. Revise the exercises and make them more effective for teaching word stress, particularly problem words.
- VIII. Control oral drills carefully at the beginning.
- Later, when word stress patterns are learned sufficiently well, make the drills more meaningful and less mechanical.

Following are three lessons taken from the Allen and Cooke series with special adaptations for the teaching of word stress problems. Certain parts of the lessons lend

themselves much more naturally and practically to the teaching of word stress. Readers may get the impression that these suggested lessons are too heavily weighted with stress. While the writer does not intend to turn word stress into the major focal point in the teaching of English as a foreign language, she nevertheless thinks it significant enough to give as many varied approaches to the teaching of word stress as possible for teachers to select what they think best fits the needs of their students.

Part II

Section a

Sample Lesson One

Lesson Forty-Nine⁶

I. New words and structures as grouped in the lesson:

have for. . .	sweet	breakfast	a knife
before	hungry	lunch	a fork
after	thirsty	meat	a spoon

⁶Teacher's Book One, pp. 269 - 273.

8

A. Beginning the lesson

The beginning of each lesson is of a great significance for practicing the stress patterns of the already taught problem words and of everyday expression.

Review the following problem words: holiday
yesterday

Teacher. Good morning. (afternoon)

What's the time? It's... o'clock.

What's the time, X⁹?

Teacher. What's today, Z⁹?

What was yesterday, Y⁹? Yesterday was. . .

Y Yesterday was. . .

Teacher. Yesterday was. . . (All together).

Was it a holiday, Z?

Z Yes, it was. It was a holiday.

Teacher. Yesterday was a holiday. (All together)

This is lesson forty-nine.

What lesson is this? It's lesson forty-nine.

(All together).

⁸Capital alphabetical letters refer to sections in the actual lessons.

⁹X, Y, and Z refer to different students' names.

8

A. Beginning the lesson

The beginning of each lesson is of a great significance for practicing the stress patterns of the already taught problem words and of everyday expression.

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What was yesterday, Y⁹? Yesterday was. . .

Y Yesterday was. . .

Teacher. Yesterday was. . . (All together).

Was it a holiday, Z?

Z Yes, it was. It was a holiday.

Teacher. Yesterday was a holiday. (All together)

This is lesson forty-nine.

What lesson is this? It's lesson forty-nine.

(All together).

⁸Capital alphabetical letters refer to sections in the actual lessons.

⁹X, Y, and Z refer to different students' names.

¹⁰
B. New structures and words

1. Begin this section with a pronunciation drill

1. Key pattern ▲ 2. Key pattern ▲▲ 3. Key pattern ▲▲▲▲

lunch
meat
sweat
salt
nice

hungry
thirsty
sugar
after
*breakfast

*vegetables

Teacher's guide:

1. Listen to your teacher read the following words.
2. Recite words of the first column in accordance with the key pattern and tap on the table to indicate the rhythm of primary stressed syllables.
3. Read the first word and students repeat it in unison at least three times in succession. If the class is large, divide the students into groups.
4. Ask individual students to produce different words. Provide a model first.
5. Follow the same procedure for other columns.
6. Read different words from different columns and ask individual students what stress pattern each word has.

¹⁰ See page 102.

Place emphasis on the problem words and make their production unconscious and habitual.

2.

I		breakfast		seven	
	have		at		o'clock.
We		lunch		twelve	

In teaching the meaning of the above words, practice the following word stress patterns:

1. 
2. 

Included problem words are:

1. breakfast
2. orange

Breakfast is ready.

Is breakfast ready?

Yes, breakfast is ready.

Eat your breakfast.

Eat your orange.

Eat your olives.

What do you have for breakfast?

I have an orange for breakfast.

I have olives for breakfast.

Breakfast is ready before seven o'clock.

I have breakfast after six o'clock.

I have breakfast before six o'clock.

Do you have an orange for breakfast?

When do you have breakfast, X?

X has breakfast before six o'clock. (All together).

3.

I	have	meat	for	breakfast .
We		vegetables		lunch .
		fruit		
		tea		
		coffee		

In teaching the meaning of the above words, practice the following word stress patterns:

1. 

2. 

Included problem words are:

1. vegetables
2. yesterday
3. holiday

I have vegetables for lunch.

I have vegetables every day.

Do you have vegetables everyday?

Did you have vegetables yesterday?

When do you have vegetables?

I have vegetables every Wednesday.

Do animals eat vegetables?


Some animals eat vegetables. (All together)

3. Sweet, salt, sugar

4. Knife, fork, spoon, plate

Refer to the Teacher's Book for teaching the vocabulary
of number 4 and 5.

6. Hungry, thirsty

In teaching the meaning of the above words, practice
the following word stress patterns: 1. 

2. 

Use Wall-Picture ² C :

The boy is drinking.

He's drinking water.

The boy is thirsty.

Is the boy thirsty?

Are you thirsty?

The girl is eating.

The girl is hungry.

Is the girl hungry?

Is the girl thirsty?

Is the boy hungry?

Are you hungry?

X is hungry and thirsty. (All together)

7. Before, after, (early, late)

In teaching the meaning of the above words, re-practice the following word stress patterns: 1.



2.



3.



Included problem word is:

1. breakfast

I have breakfast before seven o'clock.

They have breakfast after seven o'clock.

I take breakfast early.

They take breakfast late.

At what time do you take breakfast, X ?

I take breakfast before quarter to seven.

X takes breakfast before quarter to seven. (All together)

X takes breakfast early.

When do you take breakfast, Y ?

I take breakfast after seven o'clock.

Y takes breakfast after seven o'clock. (All together)

Y takes breakfast late.

11

C. Reading

The teacher writes the new words on flash cards according to their stress and syllabic structures with the key pattern symbols at the head of each group of words. The teacher reads the words and the students repeat after him (her) with proper emphasis on reading the problem words. Reading the passage follows reading the words on the flash cards. Then the teacher asks oral questions on the reading passage.

Refer to the Teacher's Book for the oral questions on the reading passage, also for the keys to exercises 29 and 30.

Introduce exercise 30 with oral drill since the negative forms "hasn't", "haven't" present word stress problems.¹²

1. Key pattern



hungry
thirsty
*hasn't
*haven't
*didn't

2. Key pattern



before
behind
today
tonight
along

Follow the same procedure used in the first pronunciation drill.

¹¹See page 102.

¹²These words are pronounced by Arab students with the primary stress on the second syllable.

¹³
D. Writing

Revise the writing passage and include the problem words for further emphasis.

We don't have meat and vegetables for breakfast.

¹³
E. Ending the lesson

The ending of each lesson is of great importance since it gives students a sense of continuity and a rapid review of the problem points.

What lesson is this?

What are you going to have for breakfast tomorrow, X ?

When do you have meat and vegetables, Y ?

What's the time, Z ?

We have two minutes more. It's early.

Say the names of the days, X ?

Good morning. (afternoon)

Supplementary drills and exercises

Drill A.

See	orange	between
stop	yellow	before
light	window	again
land	breakfast	tonight

¹³ See page 102.

Drill B

yesterday	tomorrow	behind
Saturday	Damascus	along
handkerchief	policeman	across
holiday	another	above

Exercise A

Fill in the blanks

1. Friday is a _____.
2. I have milk and coffee for _____.
3. He has bread, meat and _____ for lunch.
4. _____ is the first month of the year.
5. I didn't come to school _____.

Key to exercise A

1. holiday, 2. breakfast, 3. vegetables, 4. January, 5. yesterday.

Exercise B

Underline the vowel syllable which has the primary stress in the following words:

1. before
2. breakfast
3. yesterday
4. vegetables
5. between

Key to exercise B

1. before, 2. breakfast, 3. yesterday, 4. vegetables,
5. between.

Section b

Sample Lesson Two

14

Lesson One

I. New words and structures as grouped in the lesson

next to	remember	exercise
some	forget, forgot, forgotten	thing
different	were	

Negative questions

II. The new words are regrouped according to their stress and syllabic structures, with the problem words asterisked:

1. Key pattern ▲	2. Key pattern ▲▲▲	3. Key pattern ▲▲▲
Same	*exercise	*forget
thing	*different	forget
next		
were		

4. Key pattern ▲▲▲

*remember

forgotten

* * *

A. Beginning the lesson

For about the first three teaching-periods of each course the teacher may find it necessary to spend perhaps a third of the teaching period on reviewing past material with special emphasis on problem points. The teacher ought to choose those points that he (she) thinks need practice and use them until they are produced accurately.

Review the following problem words: yesterday

tomorrow

orange

yellow

window

breakfast

handkerchief

Good morning. (afternoon)

How are you?

What's today?

What was yesterday?

What's tomorrow?

What did you have for breakfast yesterday, X ?

Did you have an orange for breakfast?

What are you going to have for breakfast tomorrow, Y ?

A. Beginning the lesson

For about the first three teaching-periods of each course the teacher may find it necessary to spend perhaps a third of the teaching period on reviewing past material with special emphasis on problem points. The teacher ought to choose those points that he (she) thinks need practice and use them until they are produced accurately.

Review the following problem words:

- yesterday
- tomorrow
- orange
- yellow
- window
- breakfast
- handkerchief

Good morning. (afternoon)

How are you?

What's today?

What was yesterday?

What's tomorrow?

What did you have for breakfast yesterday, X ?

Did you have an orange for breakfast?

What are you going to have for breakfast tomorrow, Y ?

Open the yellow window, Z?

What's Z doing?

Z is opening the yellow window. (All together).

The yellow window is open. (All together)

The teacher calls another student to close the yellow window.

X is going to close the yellow window.

What's X going to do?

X is going to close the yellow window.

X has closed the yellow window.

Is the yellow window closed or open?

The yellow window is closed. (All together)

Do you have a handkerchief, Y ?

Yes, I have. I have a clean handkerchief.

What does Y have, X ?

Y has a handkerchief. (All together)

Have we read Book I ?

What lesson is this? It's lesson one.

Which book is this? It's Book II.

What lesson is this? It's lesson one. (All together)

B. New Structures and words

1. Begin this section with a pronunciation drill.

1. Key pattern ▲

Same
thing
next
were

2. Key pattern ▲▲▲

*exercise

*different

3. Key pattern ▲▲▲

forgot
*forget

4. Key pattern ▲▲▲

forgotten
*remember

Teacher's guide:

1. Listen to your teacher read the following words.
2. Recite words of the first column in accordance with the key pattern and tap on the table to indicate the rhythm of primary stressed syllables.
3. Read the first word and let the students repeat it in unison at least three times in succession. If the class is large, divide the students into groups.
4. Ask individual students to produce different words. Provide a model first.
5. Follow the same procedure for other columns.

6. Test students to know whether they can hear the differences among word stress patterns. To do this, explain that you are going to say a word from either column 1, 2, 3 or 4. The students are to say in which column the word is; or let them say the key word instead of saying in which column the word is. Teacher writes the key examples on the blackboard.

The purpose of such drill is to help students recognize the place of the stressed syllable, since they cannot produce it unless they are first able to hear it and recognize it.

Place emphasis on the problem words and make their production unconscious and automatic.

2.

I			
We	remember		pupils in Book I.
You	have forgotten		days of the week.
They		the names of	seasons.
He			months.
She	remembers	your name.	
A	has forgotten	that word.	

In teaching the meaning of the words in the previous table, practice the following word stress patterns:

1. ▲ ▲▲ ▲
2. ▲ ▲▲
3. ▲▲ ▲ ▲

Included problem words are:

1. remember
2. handkerchief
3. forget

I remember his name.

I don't remember her name.

Do you remember her name, Y ?

Yes, I remember her name.

Y remembers her name. (All together)

Do you forget names, X ?

X forgets names easily. (All together)

I remember the names of the seasons.

I never forget to read my lessons everyday.

Where's your copybook, X ?

I have forgotten my copybook.

X has forgotten her (his) copybook. (All together)

Where's your handkerchief, Z ?

I have forgotten my handkerchief.

Z has forgotten his handkerchief. (All together)

Do you remember the names of the pupils in Book I, Y ?

Do you remember the names of the days of the week, X ?

Have you forgotten the names of the seasons, Z ?

Z has forgotten the names of the seasons. (All together)

Do you	remember...? ___ No	I don't.
Does he, she		he, she doesn't.
Have you	forgotten...? ___ No	I haven't.
Has, he, she		he, she, hasn't.

In teaching the above questions and negatives, start with a pronunciation drill of the negative forms since the negative forms present word stress problems.¹⁵

1. Key pattern ▲ ▲

2. Key pattern ▲ ▲

haven't
hasn't
isn't
doesn't
wasn't
weren't
didn't

before
behind
tonight
today
alone
again
between

¹⁵Haven't, hasn't, isn't, doesn't, wasn't, weren't, and didn't are pronounced by Arab students with the primary stress on the second syllable.

Follow a similar procedure used in the first pronunciation drill.¹⁶

Included problem words are:

- | | |
|--------------|------------|
| 1. orange | 6. isn't |
| 2. breakfast | 7. doesn't |
| 3. forget | 8. wasn't |
| 4. haven't | 9. weren't |
| 5. hasn't | 10. didn't |

Have you eaten an orange, X? No, I haven't.

Has X eaten an apple? No, X hasn't .

Have we eaten our breakfast today? No, we haven't

Has he written the lesson again? No, he hasn't.

Was she alone last night? No, she wasn't.

Was he asleep the whole night? No, he wasn't.

Were they here last Sunday? No, they weren't.

Does she see the picture? No, she doesn't.

Is she eating an orange? No, she isn't.

Is he drinking water? No, he isn't.

Did they go to London yesterday? No, they didn't.

I forget very easily. Do you forget easily, X ?

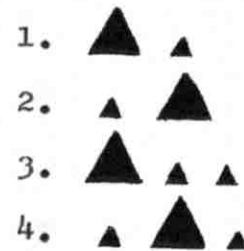
Yes, I do. I forget easily.

X forgets easily. (All together)

¹⁶ See page 115.

Did you forget to bring your pencils? No, we didn't
They didn't forget to bring their pencils. (All together).

3. In teaching negative questions,¹⁷ --using both
affirmative and negative answers-- you may practice
the following word stress patterns:



Included problem words are:

- | | |
|-------------|---------------|
| 1. England | 6. vegetables |
| 2. tomorrow | 7. yesterday |
| 3. oranges | 8. Saturday |
| 4. holiday | 9. forget |
| 5. remember | 10. window |

Isn't he going tomorrow?

Isn't he coming tomorrow?

Isn't she in England now?

Isn't he better today?

Aren't you happy today?

Aren't they eating again?

Doesn't she eat oranges in the morning?

¹⁷Let one pupil ask a question and another answer it.

- Doesn't she have a holiday tomorrow?
Doesn't she remember that pupil?
Don't you have vegetables for dinner?
Doesn't she have vegetables for dinner?
Don't we get up early everyday?
Wasn't she here yesterday?
Wasn't he late last Saturday?
Weren't they in England last summer?
Weren't you coming last Wednesday?
Weren't you happy last Thursday?
Didn't we forget to write her name?
Didn't she remember the story?
Didn't you eat two oranges?
Didn't he open the yellow window?

4. Same, different
5. Next to
6. An exercise
7. A thing

Refer to the Teacher's Book in teaching the meaning of the above items. Practice the following word stress patterns:

1. 
2. 
3. 

Included problem words are:

1. exercise
2. different
3. aren't
4. isn't

These two books are different.

Are these two books different?

Yes, they're different.

These two pens are not different.

Are these two pens different?

No, they aren't different. (All together)

This is not an easy exercise.

Is it an easy exercise?

No, it isn't. It isn't an easy exercise. (All together)

Doesn't she read an easy exercise?

This girl writes the same exercise.

This boy doesn't write the same exercise.

Does he write the same exercise?

No, he doesn't. He doesn't write the same exercise. (All together)

What's the number of this exercise?

Is it different?

No, it isn't. It isn't different. (All together)

C. Reading

Follow the same procedure here as in the previous sample lesson.¹⁸

Refer to the Teacher's Book for the keys to exercises 1, 2 and 3.

D. Writing

Refer to the Teacher's Book in teaching "Silent Reading". Revise the writing passage and include the problem words for further emphasis.

Sameer remembered the six different exercises yesterday.

E. Ending the lesson

Which lesson is this?

Haven't we understood the lesson?

Are these books the same or different, Y?

They are different. (All together)

Remember your lesson. Don't forget writing this exercise.

Good morning. (afternoon)

¹⁸See page 108.

Supplementary drills and exercises

Drill A

▲	▲ ▲	▲ ▲ ▲
Same	picture	copybook
thing	city	exercise
were	pencil	holiday
book	paper	yesterday

Drill B

▲ ▲	▲ ▲	▲ ▲ ▲
classroom	forget	remember
blackboard	because	forgotten
homework	good-bye	Damascus
breakfast	today	tomorrow

Exercise A

Listen to the following pairs of words and say whether they have the same or different stress patterns. Check one of the two columns.

	Same	Different
1. picture didn't		
2. tonight window		
3. handker- chief copybook		
4. Arabic tomorrow		
5. Damascus exercise		

Key to exercise A

1. same, 2. different, 3. same, 4. different,
5. different.

Exercise B

Following is a list of words. Decide in which column they belong according to their stress patterns. Write each in the column it belongs.

1. animal
2. before
3. weren't
4. together
5. different
6. didn't
7. remember
8. haven't
9. forget
10. exercise

--	--	--	--

Key to exercise B

1. ▲ ▲

weren't

different

didn't

haven't

2. ▲ ▲ ▲

animal

different

exercise

3. ▲ ▲ ▲

before

forget

4. ▲ ▲ ▲ ▲

together

remember

Section c

Sample Lesson Three

19

Lesson Seven

I. New words and structures as grouped in the lesson

Part 1

- | | | | |
|---|---|--------------------------------------|-----------------------------|
| 1. He says that | 2. a tomato
a melon
a guava
a banana
butter | 3. beside | 4. park (v) |
| 5. a stone
a pile
an arch | 6. enter | 7. the infini-
tive of
purpose | 8. lead led,
led; follow |
| 9. fine
whitewashed
ancient | 10. clear
clearly
a view | 11. stretch | 12. straight |
| 13. a picnic
a tomb
a diary, an address
a desert
Quteifeh | 14. a camera
a photo | 15. suddenly
at one | |

Part 2

- | | | | |
|-----------------------------|----------------------------------|---|--|
| 16. for, since
(not) yet | 17. the date
a century | 18. a stage
a forum
a column
a theatre
an earth-
quake | 19. be able |
| 20. example | 21. sad | 22. among | 23. ahead,
straight ahead |
| 24. wander | 25. think
thought,
thought | 26. Knock down
die | 27. a caravan
Arabia
Greek,
Persia
Shakespeare
Hamlet |
| 28. exact, exactly | 29. seem + adj. | | |

Part 3

- | | | |
|----------|-------------|---|
| 30. just | 31. cry (v) | 32. neighbor
a cake
a hotel
friendly |
|----------|-------------|---|

II. The new words are regrouped according to their stress and syllabic structures, with the problem words asterisked

Part 1

- | | | |
|----------------------|--------------------|----------------------|
| 1. Key pattern ▲ | 2. Key pattern ▲ ▲ | 3. Key pattern ▲ ▲ ▲ |
| park | melon | tomato |
| stone | guava | banana |
| pile | butter | Quteifeh |
| arch | enter | |
| lead | *entrance | |
| led | *follow | |
| fine | clearly | |
| clear | *whitewashed | |
| view | *ancient | |
| stretch | picnic | |
| straight | thermos | |
| tomb | *address (n) | |
| once | *desert (n) | |
| | photo | |
| 4. Key pattern ▲ ▲ ▲ | | 5. Key pattern ▲ ▲ |
| camera | | beside |
| diary | | |
| *suddenly | | |

Part 2

1. Key pattern ▲	2. Key pattern ▲▲	3. Key pattern ▲▲▲
for	forum	century
since	*earthquake	theatre
yet	column	caravan
date	wander	
stage	able	
sad	Persia	
think	Hamlet	
thought	Shakespeare	
die		
seem		
Greek		

4. Key pattern ▲▲	5. Key pattern ▲▲▲
among	example
ahead	exactly
exact	Arabia

Part 3

1. Key pattern ▲	2. Key pattern ▲▲	3. Key pattern ▲▲▲
just	neighbour	*hotel
cry	friendly	
cake		

* * *

A. Beginning the lesson

Review the following problem words:

- | | |
|-------------|---------------|
| 1. already | 5. blackboard |
| 2. until | 6. yesterday |
| 3. multiply | 7. isn't |
| 4. window | |

Teacher Good morning. (afternoon)

Open the window, X.

Have you already opened the window, Y?

Y Yes, I have. I have already opened it.

Teacher Y has already opened the window. (All together)

Did anybody draw on the blackboard yesterday?

Is there anything on the blackboard now, X?

X No, there isn't.

Teacher There isn't anything on the blackboard now.

(All together)

Multiply 5 by 3, Z?

What's 2 multiplied by 5, Y? 2 multiplied by 5

is 10.

Y 2 multiplied by 5 is 10.

Teacher What's 3 multiplied by 3, Z?

Z 3 multiplied by 3 is 9.

Teacher 3 multiplied by 3 is 9. (All together)

I didn't go back home until twelve o'clock
yesterday.

How long did you wait for me, Z?

Z I waited for you until eleven o'clock.

Teacher How long did you stay at home, Y?

Y I stayed at home until seven o'clock.

Teacher Y stayed at home until seven o'clock. (All together)

B. New structures and words

Part 1

1. Begin this section with a pronunciation drill with
appropriate emphasis on problem words.

1. Key pattern ▲ 2. Key pattern ▲▲ 3. Key pattern ▲▲▲

park
stone
pile
arch
lead
led

melon
guava
butter
enter
*entrance
*follow

tomato
banana
Quteifeh

fine
clear
view
stretch
straight
tomb
once

clearly
*whitewashed
*ancient
picnic
thermos
*address (n)
*desert (n)
photo

4. Key pattern ▲ ▲ ▲

5. Key pattern ▲ ▲

camera
diary
*suddenly

beside

Teacher's guide

Follow the same procedure used in Sample Lesson
Two.²⁰

2. He says that. . .

Refer to the Teacher's Book in teaching the
above grammatical structure.

²⁰ See pages 114 - 115.

3. A tomato, a melon, a guava, a banana, butter

In teaching the meaning of the above words, practice the following word stress pattern: 1. ▲ ▲

2. ▲ ▲ ▲

3. ▲ ▲ ▲

Included problem words are: 1. breakfast
2. tomorrow
3. Saturday
4. yesterday

I have butter and jam for breakfast.

What do you have for breakfast, Z?

I have butter and coffee for breakfast.

Z has butter and coffee for breakfast. (All together)

We are having melon and guava for lunch next Saturday.

What are we having for lunch next Saturday, X?

We are having melon and guava for lunch next Saturday. (All together)

I like bananas more than melon.

I'am going to have bananas for lunch tomorrow.

What are you going to have for lunch tomorrow, Z?

I'm going to have bananas and guavas for lunch tomorrow.

Z is going to have bananas and guavas for lunch tomorrow.

(All together)

I like tomatoes more than potatoes.

I had tomatoes for lunch yesterday.

What did you have for lunch yesterday, X?

I had tomatoes, potatoes and guavas for lunch yesterday.

X had tomatoes, potatoes and guavas for lunch yesterday.

(All together)

4. Beside
5. Park
6. A stone, a pile, an arch
7. Enter, an entrance

In teaching the preceding items, practice the following word stress patterns:

1. ▲
2. ▲ ▲
3. ▲ ▲

- Included problem words are:
1. entrance
 2. didn't
 3. forget
 4. yellow
 5. window

Come and sit beside me, X.

X is sitting beside me.

Where's X sitting, Y ?

Where are you sitting, Z ?

I'm sitting beside the yellow window.

Z is sitting beside the yellow window. (All together)

Look at the picture.

What do you see, X?

I see a boy, a girl and a man selling fruit.

Where's the man sitting, Z?

The man is sitting between two piles of melons.

Where's the girl sitting, X?

The girl's sitting beside a big pile of melons.

Look out of the window, Z. What do you see?

I see a big yellow car.

The man parked his car a few minutes ago.

When did he park his car?

He entered the house quickly.

Look. Now he's standing at the entrance of the building.

Where's he standing, Y?

He's standing at the entrance of the building. (All together)

The entrance of that building is dirty. (All together)

Did you forget to bring the picture of the church-arch, Z?

No, I didn't. Here it is.

Z didn't forget to bring the picture of the arch. (All together).

8. The infinitive of purpose

Refer to the Teacher's Book in teaching the above item.

9. Lead, led, led; follow

10. Fine, whitewashed, ancient

11. Clear, clearly, a view

12. Stretch

13. Straight

In teaching the meaning of the above words, review the following word stress patterns:

1. ▲
2. ▲ ▲
3. ▲ ▲ ▲
4. ▲ ▲ ▲

- Included problem words are:
1. follow
 2. whitewashed
 3. ancient
 4. homework
 5. bedroom
 6. blackboard
 7. classroom

Follow me to the blackboard, X.

X is following the teacher to the blackboard.

What is X doing?

X is following the teacher to the blackboard. (All together)

Write your homework on the blackboard.

X is writing his homework on the blackboard.

What's he doing, Z?

Did anybody draw on the blackboard yesterday?

Come and draw a bedroom on the blackboard.

What's Y doing?

Y is drawing a bedroom on the blackboard. (All together)

The walls of our classroom were whitewashed last week.

Are the walls of your bedroom whitewashed, X?

Yes, they are.

When were they whitewashed?

They were whitewashed last summer.

The walls of X's bedroom were whitewashed last summer.

(All together)

Damascus is a city.

Damascus is an ancient city.

Is Damascus an ancient city, Z ?

What's Damascus?

Palmyra is an ancient city, too.

It's full of fine straight columns.

Is Palmyra a new city? No, it isn't. It's an ancient city.

What is it full of?

It's full of straight columns.

The view of these straight columns is exciting.

Can you see that great building, Z?

Yes, I can see it clearly.

Is it an old building?

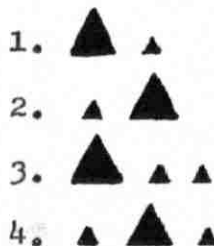
No, it isn't. It's a new one.

14. A picnic, a thermos, a tomb, a diary, an address,
a desert Quteifeh

15. A camera, a photo

16. Suddenly, at once

In teaching the meaning of the above words practice
the following word stress patterns:



Included problem words are: 1. address (n) 4. remember
2. desert (n) 5. yesterday
3. suddenly 6. didn't

This is a picture of a desert.

It is difficult to live in a desert.

There's no water in a desert.

The captain didn't desert his men in the desert.

The tent in the desert was deserted.

Don't desert your friends.

He didn't desert his wife.

Did he desert his wife? No, he didn't.

What do you see in a desert.

What are you writing, X ?

I'm writing your address.

What's he doing?

He's writing my address.

Please, address this letter to your mother.

Y wrote her address to write her a letter.

He has also written my address.

Z suddenly remembered his address.

What did Z remember suddenly?

Z suddenly remembered her address. (All together)

He wrote her address in his diary.

What did he write in his diary?

Where were we yesterday, Y ?

We were on a picnic yesterday.

It rained suddenly.

Did you go on a picnic yesterday, X ?

Yes, I did.

What did you take with you?

I took my camera and a thermos full of lemonade.

What did X take with him, yesterday, Y ?

X took his camera and a thermos full of lemonade. (All together)

Did you take any photos with your camera?

Yes, I did. I took many photos of tombs and ancient places.

X took photos of tombs and ancient places. (All together)

Part 2

17. The continuous present perfect tense
for, since, (not) yet

In teaching the above item, refer to the Teacher's Book.

18. The date, century

19. A stage, a forum, a column, a theatre, an earthquake

20. Be able

In teaching the above words, practice the following word stress patterns:

1.



2.



3.



Included problem words are: 1. homework

2. Saturday

Look at this picture.

This is the great temple of Bel, and these are the ruins
of the forum.

Can you see the temple and the forum, X?

Yes, I can.

What can you see?

I can see the great temple of Bel and the ruins of the
forum.

X can see the temple of Bel and the ruins of the forum.

(All together)

Are you able to see these two lines of columns, Y ?

Yes, I am.

What's Y able to see?

Y is able to see the two lines of columns. (All together)

Will you draw the ruins of the forum for next Saturday, Y?

What's Y going to do for next Saturday, X ?

Y is going to draw the ruins of the forum.

Next Thursday we will be able to visit the stage, the
theatre and the forum.

Have you seen the ruins of the theatre, Z ?

Yes, I have.

I have seen the ruins of the theatre.

21. An example
22. Sad
23. Among
24. A head; straight ahead
25. Wander
26. Think, thought, thought

In teaching the above words, review the following word stress patterns:

1. ▲
2. ▲ ▲
3. ▲ ▲
4. ▲ ▲ ▲

- Included problem words are :
1. playground
 2. successful
 3. isn't
 4. blackboard
 5. another

The boy took a photo with his camera.

His photo was successful.

Was the photo successful? Yes, it was.

It was successful. (All together)

I think he is very happy. He isn't sad.

Is he sad? No, he isn't.

Where is he now, X ?

He's among the pupils in the playground.

What's he doing?

He's doing nothing. He is wandering about.

Go to the playground and call him back?

Where are you going?

I'm going to the playground.

X is going to the playground. (All together)

X is walking straight ahead.

What's X doing, Z ?

X's walking straight ahead.

Why is he walking straight ahead?

He's walking straight ahead to call him back.

Walk straight ahead to the blackboard, Z ?

What's Z doing?

Z is walking straight ahead to the blackboard.

Write your example on the blackboard.

Z is writing his example on the blackboard.

What's Z doing?

Z is writing his example on the blackboard. (All together)

What's your example, Y ?

Give us another example.

Y has given us another good example.

What has Y given us?

Y has given us another good example. (All together)

27. Knock down, die

28. A caravan; Arabia, Creek (n and adj), Persian,
Persia, Shakespeare; Hamlet

29. Exact, exactly

30. Seem + adj

In teaching the meaning of the above words, refer to the Teacher's Book. For additional practice review the following word stress patterns:

1. ▲
2. ▲ ▲
3. ▲ ▲ ▲
4. ▲ ▲ ▲

You may also include the following problem words:

- | | |
|-------------|-------------|
| 1. holiday | 4. already |
| 2. airport | 5. entrance |
| 3. tomorrow | 6. ancient |

Part 3

31. Just

32. Cry (v)

33. A neighbor, a cake, a hotel, friendly (adj)

In teaching the above words, practice the following word stress patterns: 1. ▲

2. ▲ ▲

Included problem words are: 1. Isn't
2. didn't
3. hotel

This woman is my neighbor.

She works at the hotel.

Who is this woman?

This woman is your neighbor.

Where does she work?

She works at the hotel.

Are you staying at a hotel, X?

No, I'm not.

Is X staying at a hotel?

No, he isn't.

X isn't staying at a hotel; he's staying at home. (All together)

This woman gave me a friendly welcome.

Did she give you a friendly welcome, Y?

No, she didn't. She didn't know me.

C. Reading

Follow the same procedure here as in the Sample Lesson
21
One.

Refer to the Teacher's Book for the oral questions
on the reading passage and also for the keys to
exercises 32 - 33 - 34 - 35 and 36.

D. Writing

Refer to the Teacher's Book in teaching "Silent
Reading"

Insert the following passage as a Dictation
exercise. The following problem words are included
for further emphasis:

1. desert
2. suddenly
3. ancient
4. followed
5. entrance
6. successful
7. hotel

21

See page 108.

Dictation exercise

George and his friends drove across the desert to the east. Suddenly he saw the ruins of an ancient city. He parked his car; and his friends followed him up the hill to the entrance. From there he took successful photographs of the whole of Palmyra. They stayed two days at the Palmyra Hotel.

E. Ending the lesson

End the lesson with a review of a poem already taught. Ask two or three students to read it individually. Emphasize correct stress and rhythm.

"If all the world were paper,

"And all the seas were ink,

"And all the trees were bread and cheese,

"What would we have to drink?"²²

Good morning. (afternoon)

Supplementary drills and exercises on word stress

Drill A

▲		▲ ▲		▲ ▲
date	beside	ancient		
seem	hotel	able		
die	address	address		
thought	desert	desert		

Drill B

▲ ▲		▲ ▲ ▲		▲ ▲ ▲
among	tomato	suddenly		
ahead	banana	entrance		
exact	exactly	century		
between	example	theatre		

Exercise A

Tell which word does not have the same word stress pattern as the others in each group.

a.

1. forum
2. wander

b.

- forget
also

- | | | |
|----|----------|--------|
| 3. | hotel | ahead |
| 4. | ancient | exact |
| 5. | entrance | remind |

The different word is _____. The different word
is _____.

- | | | | |
|----|----------------|----|-------------|
| c. | 1. secondary | d. | religion |
| | 2. generally | | remember |
| | 3. anybody | | composition |
| | 4. interesting | | successful |
| | 5. elementary | | museum |

The different word is _____. The different word
is _____.

- e.
1. post-card
 2. policeman
 3. playground
 4. palm-tree
 5. whitewashed

The different word is _____.

Key to exercise A

- a. hotel, b. also, c. elementary, d. composition,
e. policeman.

Exercise B

Circle the vowel which is heavily stressed

- | | |
|-------------------|-------------|
| 1. blackboard | airport |
| 2. traffic-lights | irrigation |
| 3. wall-picture | however |
| 4. examination | crossroads |
| 5. remind | become |
| 6. valley | grandfather |
| 7. against | suitable |
| 8. salesman | egg-plant |
| 9. villager | certainly |
| 10. ago | banana |

Key to exercise B

1. blackboard, 2. traffic-lights, 3. wall-picture,
4. examination, 5. remind, 6. valley, 7. against, 8. salesman
9. villager, 10. ago, 11. airport, 12. irrigation,
13. however, 14. crossroads, 15. become, 16. grandfather,
17. suitable, 18. egg-plant, 19. certainly, 20. banana.

A P P E N D I X

Mono-syllabic words in the first five hundred

From A to GROUND

a	blue	come	ear	food
add	book	corn	earth	foot
air	bath	could	east	far
all	box	course	eat	form
am	boy	cross	egg	found
an	bread	cut	end	four
and	bring	dark	eye	free
are	brought	day	face	fresh
arm	build	dead	fair	friend
as	burn	dear	fall	from
ask	but	death	far	front
at	buy	deep	fast	full
back	by	did	fear	gave
bad	call	die	feel	get
ball	came	do	feet	girl
bank	can	does	few	give
be	care	done	field	glad
bear	case	door	fill	go
bed	cause	down	find	God (g)
been	change	draw	fine	gold
best	child	dress	fire	good
big	church	drink	first	got
bird	clear	drive	five	great
black	close	drop	floor	green
blow	cold	each	fly	ground

From GROW to SEE

grow	if	light	my	point
had	in	like	name	poor
hair	is	line	near	put
half	it	live	need	quick
hand	its	long	new	rain
hard	John	look	next	raise
has	just	lost	no	reach
have	keep	love	north	read
he	kill	low	not	red
head	kind	made	now	rest
hear	king	make	of	rich
heart	know	man	off	ride
help	known	mark	old	right
her	land	may (M)	on	road
here	large	me	once	rock
high	last	mean	one	roll
hill	late	meet	or	room
him	laugh	men	our	round
his	law	might	out	run
hold	lay	mile	own	said
home	lead	milk	part	sail
hope	learn	mine	pass	same
horse	leave	miss (M)	pay	save
hot	left	month	place	saw
hour	length	more	plain	say
house	less	move	plant	school
how	let	much	play	sea
I	life	must	please	see

From SEEM to YOUR

seem	stand	thing	wall	work
seen	start	think	want	world
send	state	third	war	would
sent	stay	this	warm	write
serve	step	those	was	year
set	still	though	watch	yet
she	stone	thought	way	you
ship	stop	three	we	young
short	street	through	week	your
should	strong	till	well	
show	such	time	went	
side	sun	to	were	
sight	sure	too	what	
since	sweet	took	when	
sing	take	top	where	
sit	talk	town	which	
six	tell	train	while	
sleep	ten	tree	white	
small	than	true	who	
so	thank	try	whole	
soft	that	turn	why	
some	the	two	wide	
son	their	up	will (w)	
soon	them	us	wind	
sound	then	use	wish	
south	there	voice	with	
speak	these	wait	wood	
spring	they	walk	word	

Monosyllabic words in the second five hundred

From ACT to LIFT

act	brook	count	firm	hat
afraid	brown (B)	court	fish	health
age	built	cow	fit	heard
art	cake	cried	fix	heat
bag	cap	crowd	flow	height
band	car	crown	force	held
bay	catch	cry	forth	hide
beast	cent	cup	fourth	hole
beat	chain	dance	France	hunt
bee	chair	dare	French	hurt
bell	chance	date	fruit	ice
bill	charge	deal	gain	ill
bit	chief	dog	game	inch
bless	choose	don't	gate	join
blind	class	doubt	gift	joy
blood	clean	dream	glass	judge
board	clock	dry	gone	kept
boat	cloth	dust	grace	kiss
bone	clothe	eight	grain	knee
born	clothes	else	grant	knew
bow	cloud	fact	grass	laid
branch	coal	farm	gray (G)	lake
brave	coast	fat	grew	least
break	coat	feed	guard	led
bright	cook	fell	guess	leg
bridge	cool	felt	hall	lie
broad	cost	fight	hang	lift

From LIP to YES

lip	page	row	size	tie
list	pain	rule	skin	tire
load	paint	rush	sky	told
lord (L)	pair	sad	slow	tongue
lose	past	safe	smile	touch
loss	path	salt	smoke	trade
lot	peace	sand	snow	trip
loud	pen	sat	soil	trust
march (M)	pick	seat	sold	truth
meat	piece	seed	song	twelve
met	plan	seek	sort	view
mill	post	size	soul	wash
moon	pound	self	space	waste
mount	press	sell	spend	wave
mouth	price	shade	spoke	weak
neck	prince	shake	spot	wear
nest	proud	shape	suit	weight
nice	prove	sheep	tail	west
night	pull	shine	tall	wheat
nine	pure	shoe	taste	wheel
none	queen	shop	teach	whom
noon	quite	shore	tear	whose
nor	race	shout	thee	wife
nose	ran	shut	thick	wild
note	ring	sick	thin	win
oak	rise	sign	thou	wing
oh	roof	silk	throw	wise
ought	rose (R)	Sir (s)	thus	worth
				wrong
				yard
				yes

Monosyllabic words in the third five hundred

From AH to NURSE

ah	brush	drown	fur	knight
aid	burst	due	gay	knock
aunt	bush	earn	George	lack
bake	camp	ere	goot	lad
bar	card	fail	goose	lamb
bare	cast	faint	grand	lamp
bark	cat	faith	grape	lean
barn	caught	fare	grave	leap
base	charles	fault	greet	lack
beam	charm	feast	guest	lodge
beg	chase	fence	gun	loose
bend	check	fierce	harm	mad
bid	cheek	fifth	haste	maid
bind	cheer	flag	hate	mail
birth	choice	flame	hay	main
bite	choose	flash	heel	map
blame	claim	flat	hen	mass
block	climb	flesh	hence	match
boil	cæck	flour	horn	meal
bold	cream	fold	huge	melt
bought	crop	folk	hung	mere
bound	dash	foal	Jack (j)	mix
bowl	dawn	fought	James	mouse
breast	debt	fox	jump	nail
breath	deed	frame	June	news
breathe	desk	frost	key	noise
brick	dish	fun	knife	nurse

From NUT to YOUTH

nut	ruin	sun	wet
oil	scale	swift	wine
owe	scarce	swim	wit
paid	search	sword	wolf
park	sense	tale	won
pie	sew	taught	wool
pig	shame	tax	worse
pile	share	tea	yield
pin	sharp	tent	youth
pipe	shed	term	
plate	sheet	thread	
pole	shell	threw	
port	speech	thy	
pat	speed	tip	
pour	spent	toy	
praise	spite	trace	
pray	spoil	track	
pride	sport	treat	
print	stair	tribe	
push	stamp	tried	
range	steal	trim	
rank	steam	trunk	
rate	steel	twice	
rent	stir	vain	
roar	straw	wake	
rad	stretch	wealth	
root	strip	weep	
rough	style	weigh	

Monosyllabic words in the fourth five hundred

From AIM to PROMPT

aim	chest	drove	ghost	league
arch	day	drum	glance	limb
ate	clerk	duck	glove	lag
ax (axe)	cloak	dwelt	glow	mate
beach	club	ease	goes	meant
bean	coach	fade	gown	mild
beard	coin	false	grade	mack
belt	crack	fame	grief	mourn
bench	creep	fan	grind	mud
bent	crew	fate	group	net
blade	crow	fed	grove	nod
blaze	crush	fetch	gulf	add
bloom	cure	fleet	hail	owl
boot	curl	flew	heap	pace
bore	curse	flight	herd	pale
brass	deck	float	hid	pan (p)
bride	dew	flock	hire	pearl
brief	Dick	flood	hit	peep
broke	dig	foe	host	peer
brow	dine	fond	I'll	per
bud	doll	fork	I'm	pine
calm	dot	fort	Kate	pink
can't	drag	Frank (f)	kick	pond
cave	drain	freeze	kid	porch
cease	dread	fright	lace	preach
cheap	drew	gaze	lap	prize
cheese	drill	gem	lawn	prompt

From PROOF to YE

proof	string	wage
purse	strake	waist
quit	struck	warn
rail	stuff	weed
rare	sweep	whence
rat	swell	whip
ray	swing	wipe
rear	task	wire
reign	team	won't
ripe	teeth	worm
roast	test	worst
rob (R)	throat	wrap
rade	throne	wrote
Rome	tide	ya
rope	tight	
rub	toil	
rude	tone	
sack	tool	
saint	tooth	
sake	toss	
sale	trap	
sang	tread	
scene	trick	
score	troop	
seal	urge	
shirt	vast	
steep	vine	
stiff	vote	

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